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AUTHOR Evans, Charles L.
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ABSTRACT

In this report data were patterned after the first two of a series of reports made by the U.S. Commission on Civil Rights on the educational status of Mexican Americans in the Southwest. Data relative to the enrollment, employment, and school success of Mexican Americans in the Fort Worth Independent School District (FWISD) were reported (1972-73). Data were gathered from 27 elementary, 6 middle, and 3 high schools of at least 10 percent Mexican American enrollment. Some findings were: (1) Chicano enrollment was proportionately less in FWISD than in Texas or the Southwest; (2) differences between proportions of Chicano students and Chicano teachers were similar, but somewhat larger than those in Texas or the Southwest; (3) Chicano teachers were not assigned primarily to schools of large Chicano enrollment; (4) Chicano student academic achievement was low, decreasing with grade level increase; and (5) larger proportions of Chicano high school students dropped out of school than did Anglos. Basic principles relative to all specific recommendations governing Chicano educational reform were: (1) incorporation of Chicano language, history, and culture as integral parts of the educational process; (2) full representation in decision making positions which determine or influence educational policy; and (3) reordering of all government budget priorities for recommended implementations. (JC)

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MEXICAN AMERICAN EDUCATION STUDY

REPORT I:

EMPLOYMENT, ENROLLMENT, AND SCHOOL SUCCESS OF MEXICAN AMERICANS

Prepared for

Dr. Julius Truelson, Superintendent

Fort Worth Independent School District

Fort Worth, Texas

Department of Research and Evaluation

by
Dr. Charles L. Evans
Director of Research and Evaluation

April, 1974

RC008238

TABLE OF CONTENTS

		Page
LIST OF TABLES		i
LIST OF EXHIBITS		ii
SECTION I.	INTRODUCTION	1
SECTION II.	MEXICAN AMERICAN STUDENT ENROLLMENT	5
SECTION III.	MEXICAN AMERICAN STAFF	11
SECTION IV.	SCHOOL SUCCESS OF MEXICAN AMERICAN STUDENTS	22
SECTION V.	MISCELLANEOUS INFORMATION	43
SECTION VI.	SUMMARY OF FINDINGS	50
BIBLIOGRAPHY		57
APPENDIX		58

LIST OF TABLES

		Page
1.	Mexican American Enrollment in FWISD Schools, 1972-73	7
2.	Enrollment of Mexican American Students by Instructional Levels, 1972-73	9
3.	Mexican American Enrollment by Percent of Mexican American Pupils in Elementary Schools, 1972-73	10
4.	Mexican American Teachers	12
5.	Summaries of Mexican American Composition of FWISD Classroom Teaching Staff	15
6.	Ratio of Mexican American Students to Mexican American Teachers	15
7.	Location of Mexican American Teachers by Mexican American Composition of Schools	17
8.	Mexican American Principals in Fort Worth ISD and the Southwest	18
9.	Number and Percent of Non-Teaching Full-Time Staff in 10% MA Schools	19
10.	Mexican American Composition of Central Administrative Certificated and Non-Certificated Personnel	20
11.	Composite Test Scores by Ethnicity in 1971-72	23
12.	Composite Test Results by Ethnicity in 1972-73	24
13.	Participation of Mexican American Students in Extra-curricular Activities in 10% MA High Schools, 1972-73	31
14.	Participation of Mexican American Students in Selected Extracurricular Activities in 10% MA High Schools, 1973-74	32

15. Participation of Mexican American Middle School Students in Selected Extracurricular Activities, 1972-73 34

16. Participation of Mexican American Middle School Students in Selected Extracurricular Activities, 1973-74 34

17. Percent of 'Overageness' of Ethnic Groups in 10% MA Schools, 1972-73 38

18. Students Holding Weekday Jobs at 10% MA High Schools . . . 43

19. Human Relations Training for Classroom Teachers 45

20. Ethnicity of Students and Staff, Bilingual Program, Spring, 1973 46

21. Pupil-Teacher Ratios by Percent of Mexican American Elementary Students, 1972-73 47

22. Teaching Experience and Degrees of Elementary Classroom Teachers by Mexican American Enrollment 49

LIST OF EXHIBITS

		Page
A.	Enrollments of Schools with at Least Ten Percent Mexican American Students, 1972-73	3
B.	Distribution of Standardized Test Scores by Ethnic Groups, Grade Six	26
C.	Distribution of Standardized Test Scores by Ethnic Groups, Grade Eight	27
D.	Distribution of Standardized Test Scores by Ethnic Groups, Grade Nine	28
E.	Distribution of Standardized Test Scores by Ethnic Groups, Grade Twelve	29

SECTION 1

INTRODUCTION

In the fall of 1972-73 the Superintendent requested that the Department of Research and Evaluation begin collecting data relative to Mexican American students. It was understood that the data collection would be responsive to questions posed by members of the Mexican American community.

Procedures

Various sources were used to identify the proper questions with which the study should deal. Two papers developed by the FWISD Mexican American Human Relations Committee were available.

Individuals involved in the identification of problem areas included the following:

1) Mr. Rufino Mendoza
2) Mrs. Mary Lou Lopez
3) Mr. Eddie Herrera
4) Mr. James Lehmann
5) Dr. Paul Geisel

Mr. Mendoza, Mrs. Lopez, and Mr. Herrera met with the Director of Research and Evaluation at the Wesley Community Center for one discussion of special problems faced by Mexican American students in public school systems. Mr. John Ayala and Mr. Agapito Zamarripa were also invited but were unable to attend. These community figures are active in local Mexican American affairs.

Mr. Lehmann, 1972-73 Coordinator of FWISD's Career Opportunities Program, also prepared a list of data needs at the request of the Superintendent. Mr. Lehmann is presently the acting administrator of Programa en Dos Lenguas.

Dr. Paul Geisel, of the University of Texas at Arlington, was enlisted by the Superintendent to provide informal guidance. Several meetings were held by the investigator and Dr. Geisel for this purpose. Both Dr. Geisel and Mrs. Geisel have been and are currently active in Mexican American and American Indian affairs.

Recent publications (1, 2, 3, 4, 5, 6) by the U. S. Commission on Civil Rights relative to the general status of Mexican Americans in the southwestern United States were obtained and examined. The first two reports of the Commission pertained to 1) enrollment and employment of Mexican Americans in the various schools and districts and 2) the school success of Mexican American students.

The present study attempted to replicate locally the Commission's first two studies by following the format and presenting FWISD data similar to those presented for school districts in the southwestern states with a ten percent or more enrollment of Mexican American students. Data were gathered primarily from schools with at least a ten percent enrollment of Mexican American students. These schools are identified in Exhibit A. At these schools the proportion of Mexican American pupils enrolled was 32.8 percent. Three high schools, six middle schools, and twenty-seven elementary schools had a student enrollment of at least ten percent and were included in the survey.

Most of the data in this report reflect the 1972-73 school year.

EXHIBIT A

Enrollments of Schools with at Least Ten Percent Mexican American Students
1972-73

Division and School	Sch. No.	Total Enrollment	Mexican American Enrollment	Percent Mexican American
Elementary				
Springdale	1	246	29	12%
Worth Heights	3	728	608	84%
North Hi Mount	4	276	57	21%
Stephen F. Austin	6	254	79	31%
DeZavala	8	420	128	30%
Charles Nash	9	367	218	59%
E. M. Daggett	10	408	97	24%
Sam Rosen	12	433	96	22%
Circle Park	13	621	393	63%
Denver Avenue	15	590	477	81%
George Clarke	18	298	66	22%
Lily B. Clayton	19	223	40	18%
D. McRae	20	500	74	15%
Polytechnic	21	347	41	12%
Diamond Hill	25	469	189	40%
Washington Heights	26	402	250	62%
W. J. Turner	27	538	124	23%
Brooklyn Heights	31	253	158	62%
B. H. Carroll	32	339	65	19%
Hubbard	33	438	71	16%
South Fort Worth	34	396	108	27%
Oak Knoll	41	197	26	13%
H. V. Helbing	42	520	361	69%
M. H. Moore	57	810	263	33%
Carter Park	60	741	99	13%
James Guinn	70	243	34	14%
Kirkpatrick	71	331	49	15%
Aggregate		11,388	4,200	36.9%
Middle				
Rosemont	152	1,286	337	26%
E. M. Daggett	153	498	101	20%
Stripling	156	1,064	134	12%
J. M. Elder	157	1,333	572	43%
Riverside	158	939	90	10%
W. A. Meacham	165	965	359	37%
Aggregate		6,085	1,593	26.2%

EXHIBIT A (cont.)

Division and School	Sch. No.	Total Enrollment	Mexican American Enrollment	Percent Mexican American
High				
North Side	262	1,339	409	31%
Diamond Hill	265	920	253	27%
Trimble Technical	269	1,848	627	34%
Aggregate		4,107	1,289	31.4%
Combinated Aggregates		21,580	7,082	32.8%

Identification of Ethnicity

For purposes of this report, the terms 'Mexican American' and 'Chicano' will be used interchangeably. Anglo is used to denote all who are not identified as 'Black' or 'Mexican American'. This identification is consistent with that employed by the U. S. Commission (2, p. 10).

Ethnicity of students and personnel is not always easily established. One major source, student registration records, is vulnerable to considerable error due to problems that students have in self-identification coupled with the ambiguity of terms used. Some of the ethnic identification (i.e., student participation in extracurricular activities) was based on teacher-identification of student ethnicity. Some ethnic identification was based on recognition of Spanish surnames. All methods obviously have some error and will produce data that is slightly at variance.

U. S. Commission on Civil Rights Reports

The general conclusions and recommendations of the U. S. Commission's Report VI are presented as Appendix H.

SECTION II

MEXICAN AMERICAN STUDENT ENROLLMENT

Data gathered relative to the presence of Mexican American students and staff members at various schools within the Fort Worth Independent School District during the 1972-73 school year are reported in this section. Tables are patterned after those presented in the U. S. Commission on Civil Rights Report I: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest. Not all of the Commission's tables were applicable to this local study.

Size and Distribution of Mexican American Enrollment

Data in Table 1 reports the number of Mexican American children enrolled at each school in the early fall of 1972. The data were obtained from the "Elementary and Secondary School Civil Rights Survey" prepared for the Texas Education Agency, October 15, 1972. Data in Table 2 summarize that in Table 1.

Apparently Mexican American students are more widely distributed among elementary and middle schools than among high schools. Approximately one-third (27) of the 78 elementary schools and one-third (6) of the eighteen middle schools had an enrollment of Mexican American students that equalled or exceeded ten percent. At the high school level three of eleven high schools had at least a ten percent enrollment of Mexican American students.

The proportion of Mexican American students to the total body of scholastics decreased with age. The proportion of Mexican American students was 13.2 percent in elementary schools, 9.6 percent in middle schools, and

.3 percent at the high school level. For all three instructional divisions the Mexican American proportion was 10.6 percent in 1972-73.

The U. S. Commission on Civil Rights reported that Mexican American students comprised 20.1 percent of Texas enrolled scholastics and 17.2 percent of scholastics enrolled in the five Southwestern states in 1968-69 (1, p. 10, Table 1).

Data in Table 3 depicts the extent to which Mexican American students attend schools with non-Mexican American students.

Mexican American students are apparently considerably less isolated than are Mexican American students in Texas or the Southwestern states. About one out of five Mexican American students in Texas and one out of ten in the Southwest attend schools that are 95 percent or better Mexican American. Schools of this type do not exist in the FWISD.

Mexican American students were in the majority in only seven Fort Worth schools in 1972-73, all of which were elementary schools. These seven schools enrolled 26.6 percent of the total number of Mexican American scholastics in Fort Worth public schools. In contrast, 66.4 percent of the Mexican American students in Texas attended schools in which Mexican American students were in the majority and 45.5 percent of Mexican American students in the Southwest attended that type of school.

No Mexican American student attended a middle school or high school in Fort Worth in 1972-73 in which Mexican American students were a majority.

Table 1. Mexican American Enrollment in FWISD Schools, 1972-73*

School	Sch. No.	Total Number of Pupils	Number of Mexican American Pupils	Percent Mexican American*
Springdale	1	246	29	12%
Worth Heights	3	728	608	84%
North Hi Mount	4	276	57	21%
Stephen F. Austin	6	254	79	31%
Morningside	7	1357	3	.5%
DeZavala	8	420	128	30%
Charles Nash	9	367	218	59%
Daggett	10	408	97	24%
Sam Rosen	12	433	96	22%
Circle Park	13	621	393	63%
Denver Avenue	15	590	477	81%
R. Vickery	16	434	2	0
George Clarke	18	298	66	22%
Lily Clayton	19	223	40	18%
D. McRae	20	500	74	15%
Poly	21	347	41	12%
Tandy	22	180	8	4%
Sagamore Hill	23	353	14	4%
Riverside	24	246	17	7%
Diamond Hill	25	469	189	40%
Wash. Heights	26	402	250	62%
W. J. Turner	27	538	124	23%
Arlington Hts.	28	267	17	6%
So. Hi Mount	29	369	19	5%
David Sellars	30	760	25	3%
Brooklyn Hts.	31	253	158	62%
B. H. Caroll	32	339	65	19%
Hubbard	33	438	71	16%
So. Ft. Worth	34	396	108	27%
Oaklawn	35	271	18	7%
Forest Hill	36	549	36	6%
Alice Carlson	37	397	23	6%
Oakhurst	38	339	12	3%
East Handley	39	371	4	1%
Meadowbrook	40	459	12	3%
Oak Knoll	41	197	26	13%
H. V. Helbing	42	520	361	69%
S. S. Dillow	43	768	17	2%
Westcliff	44	340	12	4%
J. T. Stevens	45	765	4	1%
M. L. Phillips	47	415	17	4%
Ridglea West	48	313	11	3%
Bluebonnet	49	306	16	5%
Glen Park	50	572	39	7%
Wycliff	51	293	12	4%

Table 1 (continued)

School	No.	Total No. of Pupils	No. of MA Pupils	Percent MA
Glencrest	52	343	7	2%
West Handley	53	272	4	2%
South Hills	54	496	28	6%
Mitchell Blvd.	55	439	3	1%
Bonnie Brae	56	249	10	4%
M. H. Moore	57	810	263	33%
Ridglea Hills	58	483	7	1%
Greenbriar	59	694	50	7%
Carter Park	60	741	99	13%
Eastland	61	544	19	3%
Burton Hill	63	485	28	6%
W. M. Green	63	513	15	3%
Eastern Hills	64	356	0	0
Waverly Park	65	750	12	2%
Tanglewood	66	207	0	0
A. M. Pate	67	1034	2	0
Bruce Shulkey	68	441	21	5%
James Guinn	70	243	34	14%
Kirkpatrick	71	331	49	15%
Como	73	696	27	4%
Versia Williams	75	224	16	7%
Dunbar	76	984	0	0
G. W. Carver	77	530	0	0
Rosedale Park	78	466	6	1%
E. Van Zandt	79	364	0	0
Benbrook	80	591	49	8%
Sunrise	81	396	13	3%
Carroll Peak	82	1156	0	0
Theodore Willis	84	615	30	5%
Western Hills	85	632	8	1%
Westcreek	86	915	42	5%
J. P. Moore	87	394	4	1%
Atwood McDonald	88	520	4	1%
Elementary Sub-Total		37401	4943	13.2%
Ernest Parker	150	766	70	9%
W. P. McLean	151	1280	37	3%
Rosemont	152	1286	337	26%
Daggett	153	498	101	20%
William James	154	1037	61	6%
Meadowbrook	155	925	15	2%
Stripling	156	1064	134	12%
Elder	157	1333	572	43%
Riverside	158	939	90	10%
Monnig	159	1196	19	2%
Forest Oak	160	1851	49	3%
Morningside	161	1027	2	0
Wedgwood	162	1821	17	1%
Handley	163	786	10	1%
Dunbar	164	1213	0	0
Meacham	165	965	359	37%
Leonard	167	1262	22	2%
Como	175	409	0	0
Middle Schools Sub-Total		19658	1895	9.6%

Table 1 (continued)

School	No.	Total No. of Pupils	No. of MA Pupils	Percent MA
Southwest	260	2522	17	1%
Paschal	261	3003	180	6%
North Side	262	1339	409	31%
Poly	263	1845	42	2%
Carter	264	1102	51	5%
Diamond Hill	265	920	253	27%
Arlington Heights	266	2400	75	3%
Eastern Hills	267	2107	11	1%
Western Hills	268	2308	32	2%
Technical	269	1848	627	34%
O. D. Wyatt	270	2496	81	3%
E. M. Terrell	272	902	0	0
Dunbar	274	1520	0	0
High Schools Sub-Total		24312	1778	7.3%
TOTALS		81371	8616	10.6%

Table 2. Enrollment* of Mexican American Students by Instructional Levels, 1972-73

Instructional Level	Total Number of Students FWISD	Total Number of Mexican American Students FWISD	Percent Mexican American FWISD	Percent Mexican American in Southwest**
Elementary Schools	37,401	4,943	13.2%	18.6%
Middle Schools	19,658	1,895	9.6%	16.0%
High Schools	24,312	1,778	7.3%	14.8%
Aggregate***	81,371	8,616	10.6%	17.2%

*Source of FWISD data: TEA Report, October 1972.

**U. S. Commission Report 1, Table 3.

***Texas enrollment was 20.1 percent Mexican American in 1968-69 (U. S. Commission Report 1, Table 1).

Table 3. Mexican American Enrollment by Percent of Mexican American Pupils in FWISD Schools, 1972-73

Percent Mexican American	Total Number of Schools (FWISD)	Total Mexican American Enrollment (FWISD)	Percent Mexican American Students (FWISD)	Percent Mexican American Students (Texas)*	Percent Mexican American Students (Southwest)*
95 - 100	0	0	0	20.6%	9.4%
80 - 94	2	1085	12.6%	19.4%	12.1%
50 - 79	5	1380	16.0%	26.4%	24.0%
35 - 49	3	1120	13.0%	9.0%	13.0%
20 - 34	14	2745	31.9%	9.9%	16.3%
0 - 19	85	2286	26.5%	14.7%	25.3%
Aggregate	109	8616	10.6%	20.1%**	17.2%**

*U. S. Commission Report 1, Table 7.
**U. S. Commission Report 1, Table 1.

SECTION III

MEXICAN AMERICAN STAFF

Classroom Teaching Staff

Data in Table 4 compare the percent of Mexican American classroom teachers at each school with the percent of Mexican American students at each school in 1972-73. Totals for each instructional level are summarized in Table 5.

In the district as a whole, 10.6 percent of the students were Mexican American; 2.2 percent of the classroom teachers were Mexican American. At the elementary school level 13.2 percent of the students are Mexican American; 2.3 percent of the teachers are Mexican American. At the middle school level 9.6 percent of the students are Mexican American; 2.6 percent of the teachers are Mexican American. At the high school level 7.3 percent of the students are Mexican American; 1.7 percent of the teachers are Mexican American. Similar discrepancies between proportions of Mexican American teachers and students are shown for Texas and the Southwest in Table 5, also.

The ratios of Mexican American students to Mexican American teachers are shown in Table 6 in comparison with those reported for Texas and the Southwest in 1968-69 by the U. S. Commission on Civil Rights (1). It appears that FWISD ratios at the middle school (95:1) and high school (105:1) levels were more similar to the overall Texas ratio (98:1) than was that at the elementary school level (159:1).

Table 4. Mexican American Teachers

School	Sch. No.	Total Number of Classroom Teachers	Number of Mexican American Classroom Teachers	Percent Mexican American Teachers	Percent Mexican American Students (FWISD)
Springdale	1	12	0	0	12%
Worth Heights	3	26	4	15%	84%
North Hi Mount	4	12	0	0	21%
Stephen F. Austin	6	9	0	0	31%
Morningside	7	44	0	0	.5%
DeZavala	8	16	0	0	30%
Charles Nash	9	16	3	19%	59%
Daggett	10	15	0	0	24%
Sam Rosen	12	17	0	0	22%
Circle Park	13	24	4	17%	63%
Denver Avenue	15	20	5	25%	81%
B. Vickery	16	17	2	12%	0
George Clarke	18	11	0	0	22%
Lily B. Clayton	19	13	0	0	18%
E. McRae	20	19	0	0	15%
Polytechnic	21	18	0	0	12%
Handy	22	7	0	0	4%
Sycamore Hill	23	15	0	0	4%
Riverside	24	13	0	0	7%
Diamond Hill	25	19	0	0	40%
Washington Hts.	26	13	4	31%	62%
W. J. Turner	27	20	1	5%	23%
Arlington Hts.	28	12	0	0	6%
South Hi Mount	29	15	0	0	5%
David K. Sellars	30	26	0	0	3%
Brooklyn Heights	31	12	3	25%	62%
B. H. Carroll	32	14	0	0	19%
Hubbard	33	17	0	0	16%
So. Ft. Worth	34	17	0	0	27%
Oaklawn	35	12	0	0	7%
Forest Hill	36	18	0	0	6%
Alice Carlson	37	15	0	0	6%
Oakhurst	38	13	0	0	3%
East Handley	39	13	0	0	1%
Meadowbrook	40	16	0	0	3%
Oak Knoll	41	9	0	0	13%
H. V. Helbing	42	19	5	26%	69%
S. S. Dillow	43	27	0	0	2%
Westcliff	44	19	0	0	4%
J. T. Stevens	45	26	0	0	1%
Mary L. Phillips	47	18	0	0	4%
Ridglea West	48	12	0	0	3%

Table 4 (continued)

School	Sch. No.	Total Number of Classroom Teachers	Number of MA Classroom Teachers	Percent Mexican American Teachers	Percent MA Students (FWISD)
Bluebonnet	49	14	0	0	5%
Glen Park	50	23	0	0	7%
Wycliff	51	12	0	0	4%
Glencrest	52	16	0	0	2%
West Handley	53	13	0	0	2%
South Hills	54	18	0	0	6%
Mitchell Blvd.	55	15	0	0	1%
Bonnie Brae	56	11	0	0	4%
M. H. Moore	57	29	0	0	33%
Ridglea Hills	58	20	0	0	1%
Greenbriar	59	25	0	0	7%
Carter Park	60	25	0	0	13%
Eastland	61	22	0	0	3%
Burton Hill	62	17	0	0	6%
W. M. Green	63	17	0	0	3%
Eastern Hills	64	13	0	0	0
Waverly Park	65	26	0	0	2%
Tanglewood	66	8	0	0	0
A. M. Pate	67	25	0	0	0
Bruce Shulkey	68	16	0	0	5%
James Guinn	70	10	0	0	14%
Kirkpatrick	71	17	0	0	15%
Como	73	23	0	0	4%
Versia Williams	75	8	0	0	7%
Dunbar	76	25	0	0	0
G. W. Carver	77	18	0	0	0
Rosedale Park	78	16	0	0	1%
East Van Zandt	79	14	0	0	0
Benbrook	80	22	0	0	8%
Sunrise	81	15	0	0	3%
Carroll Peak	82	47	0	0	0
Theodore Willis	84	24	0	0	5%
Western Hills	85	23	0	0	1%
Westcreek	86	28	0	0	5%
J. P. Moore	87	13	0	0	1%
Atwood McDonald	88	18	0	0	1%
Elementary Sch. Aggregate		1392	31	2.2%	13.2%

Total MA Students: 4943
Ratio MA Students/Teachers: 159/1

Table 4 (continued)

School	Sch. No.	Total Number of Classroom Teachers	Number of MA Classroom Teachers	Percent Mexican American Teachers	Percent MA Students (FWISD)
Ernest Parker	150	34	0	0	9%
Mclean	151	48	1	2%	3%
Rosemont	152	47	2	4%	26%
Daggett	153	21	0	0	20%
William James	154	43	1	2%	6%
Meadowbrook	155	32	0	0	2%
Stripling	156	41	0	0	12%
Elder	157	56	4	7%	43%
Riverside	158	36	1	3%	10%
Monnig	159	44	0	0	2%
Forest Oak	160	70	0	0	3%
Morningside	161	46	2	4%	0
Wedgwood	162	64	1	2%	1%
Handley	163	31	0	0	1%
Dunbar	164	53	1	2%	0
Meacham	165	37	6	16%	37%
Leonard	167	49	0	0	2%
Como	175	22	1	5%	0
Middle Schools Aggregate		774	20	2.6%	9.6%
			Total MA Students: 1895 Ratio MA Students/Teachers: 95/1		
Southwest	260	94	2	2%	1%
Paschal	261	111	2	2%	6%
North Side	262	50	2	4%	31%
Polytechnic	263	70	0	0	2%
Riverside	264	43	1	2%	5%
Diamond Hill	265	38	5	13%	27%
Arlington Hts.	266	89	1	1%	3%
Eastern Hills	267	84	2	2%	1%
Western Hills	268	86	0	0	2%
Technical	269	98	1	1%	34%
O. D. Wyatt	270	96	1	1%	3%
Dunbar	272	45	0	0	0
I. M. Terrell	274	57	0	0	0
High Schools Aggregate		961	17	1.7%	7.3%
			Total MA Students: 1778 Ratio MA Students/Teachers: 105/1		
Total for All Schools		3127	68	2.2%	10.6%
			Total MA Students: 8616	Ratio MA Students/Teachers: 128/1	

Table 5. Summaries of Mexican American Composition of FWISD Classroom Teaching Staff

Instructional Level	Total Number Teachers	Number MA Teachers	Percent MA Teachers	Percent MA Students*
Elementary Schools	1,392	31	2.2%	13.2%*
Middle Schools	774	20	2.6%	9.6%*
High Schools	961	17	1.8%	7.3%*
FWISD Aggregate	3,127	68	2.2%	10.6%*
Texas	104,757**	5,133**	4.9%**	20.1%
Southwest	324,816**	11,688**	3.6%**	17.2%

*From Table 2, Present Report.
**From U.S. Report I, Table 12, p. 42.

Table 6. Ratio of Mexican American Students to Mexican American Teachers

School Divisions	Number of MA Students	Number of MA Teachers	Ratio Students/Teacher
FWISD (Aggregate)	8,616	68	128:1
Elementary Schools	4,943	31	159:1
Middle Schools	1,895	20	95:1
High Schools	1,778	17	105:1
Texas	505,214*	5,133**	98:1***
Southwest	1,397,586*	11,688**	120:1***

*Source: Table 1, U. S. Commission Report 1.
**Source: Table 12, U. S. Commission Report 1.
***Source: U.S. Commission Report 1, p. 42.

The extent to which Mexican American teachers might have been assigned to schools serving mostly Mexican American pupils is examined in Table 7. The data indicate that Mexican American teachers are rather evenly distributed throughout the schools. They are apparently not isolated or assigned primarily to schools serving large proportions of Mexican American students. In contrast to eighty-two percent of Mexican American teachers in Texas assigned to schools in which Mexican American pupils are in the majority, nearly sixty percent (59%) of Fort Worth's Mexican American teachers are assigned to schools in which Mexican American students are in the minority.

Administrative and Other Personnel at Local School Level

The proportion of Mexican American principals are reported in Table 8 in comparison with proportions of Mexican American students. Obviously, Mexican American principals are in short supply throughout Texas and the Southwest.

In the spring of 1969, the Commission surveyed all school districts with at least a ten percent enrollment of Mexican American pupils to determine the proportions of non-teaching professionals who were Mexican American. Non-professionals were also reported. A similar survey was conducted in Fort Worth Schools whose student enrollment was at least ten percent Mexican American (Appendix A). At these schools the proportion of Mexican American pupils enrolled was 32.8 percent. Three high schools, six middle schools, and twenty-seven elementary schools had at least a ten percent enrollment of Mexican American students and were included in the survey.

Data in Table 9 report the proportions of professionals and non-professional staff members who were Mexican American at schools with at least 10 percent Mexican American enrollment. At these Fort Worth schools,

whose student population was 32.8 percent Mexican American, Mexican American professional staff members (5.2 percent) were mainly nurses, resource teachers, or other specialists. There were no Mexican American vice-principals or librarians and one Mexican American counselor. Although a large proportion (39 percent) of the teacher aides were Mexican American, the proportion of cafeteria workers and custodians were less than 10 percent. No Mexican American secretaries were reported.

Table 7. Location of Mexican American Teachers by Mexican American Composition of Schools

Percent Mexican American Students in School	Number of Mexican American Teachers			Percent Distribution Mexican American Teachers		
	FWISD	Texas*	SW*	FWISD	Texas*	SW*
0% - 24%	20	629	3812	30%	12.3%	32.6%
25% - 49%	20	276	1443	29%	5.4%	12.3%
50% - 79%	19	1121	2526	28%	21.8%	21.6%
80% - 100%	9	3107	3907	13%	60.5%	33.4%
Aggregate	68	5133	11688	100%	100%	100%

*U. S. Commission Report I, p. 44, Table 13.

Table 8. Mexican American Principals in Fort Worth ISD, Texas, and the Southwest

Area	Number of Mexican American Principals	Percent of Total Principals	Percent Mexican American Pupils
FWISD (1971-72)	1	1.0%	10.6%
Texas*	137	3.4%	20.1%
Southwestern States*	384	3.3%	17.2%

*U. S. Commission on Civil Rights Report 1, p. 46, Table 14.

Central Administrative Personnel

Data in Table 10 reports the number of Mexican Americans in each office or department in the administrative complex located at 3210 West Lancaster. Both certificated and non-certificated personnel are included. Personnel employed at other locations (i.e., maintenance, transportation, etc.)were not included.

Three of the five certificated Mexican Americans assigned to the central administrative complex were connected with the Bilingual Program: the coordinator of the program, the assistant to the coordinator, and the assistant evaluator. The other two were the coordinator of the Career Opportunities Program and a field counselor in the Neighborhood Youth Corps.

Five non-certificated Mexican Americans were employed full-time in four offices: Federal, Research and Evaluation, Personnel, and Payroll.

For all offices in the administrative complex 3.7% of the certificated personnel and 3.8% of the non-certificated personnel were Mexican American at the time of the survey (late Spring, 1973).

Table 9. Number and Percent of Non-Teaching Full-Time Staff in 10% MA Schools*

Position	Total Number of Staff (10% MA)	Number Mexican American (10% MA)	Percent MA FWISD (10% MA)	Percent MA SW**** (10% MA)
Non-Teaching Professionals**				
Assistant Principals	17	0	0%	5.5%
Counselors	21	1	4.8%	5.4%
Librarians	34	0	0%	3.6%
Others***	138	10	7.2%	10.8%
Aggregate	210	11	5.2%	6.0%
Para-Professionals				
Teacher Aides	215	84	39.1%	33.9%
Non-Professionals				
Cafeteria Workers	198	12	6.1%	Not Reported
Secretaries	57	0	-	9.5%
Custodians	103	8	7.8%	28.2%

*Only schools with 10 percent or more Mexican American: Mexican American student proportion equals 32.8 percent.

**Principals are reported in Table 8.

***Subject matter--specialists, resource teachers, nurses, etc.

****U. S. Commission Report I, Table 15, p. 48.

Table 10. Mexican American Composition of Central Administrative Certificated and Non-Certificated Personnel

Department/Office	Certificated		Non-Certificated	
	Total Number	Number MA	Total Number	Number MA
Superintendent's Office	2	0	2	0
Deputy Supt.'s Office	2	0	2	0
Asst. Supts. Offices	5	0	4	0
Federal	4	2	5	1
Special Education	6	0	5	0
Professional Relations	1	0	1	0
Vocational Educ.	3	0	3	0
Curriculum	3	0	5	0
Data Processing	10	0	9	0
Secondary Educ.	27	0	14	0
Personnel	5	0	13	1
MIS	5	1	2	0
Payroll	0	0	5	1
Research	5	1	3	2
Architect	1	0	1	0
Liaison--Court-Related Cases	8	0	1	0
Planning	2	0	5	0
Cafeteria	6	0	3	0
Budget	1	0	1	0
Purchasing	2	0	5	0
Mimeograph	0	0	2	0
Telephone Operators	0	0	0	0

Table 10 (continued)

Department	Certificated		Non-Certificated	
	Total Number	Number MA	Total Number	Number MA
Accounting	2	0	21	0
Health	1	0	2	0
Teacher Education	2	0	1	0
Inter-Cultural Relations	2	0	1	0
Elementary Educ.	8	0	4	0
Operations	1	0	1	0
Athletics	3	0	2	0
Psychology	11	0	4	0
Aggregate	134	5 (3.7%)	129	5 (3.8%)

SECTION IV

SCHOOL SUCCESS OF MEXICAN AMERICAN STUDENTS

Academic Success

The present report will depart somewhat from the U. S. Commission report on academic achievement. Whereas the Commission focused on reading only, the measures herein presented depict the overall academic achievement of students. Due, however, to the very strong correlation between reading and other subjects, the findings about academic achievement will not be changed by this use of a more inclusive measure. In the view of the investigator the overall academic growth is more appropriate to the study than reading skill only.

Comparisons of Fort Worth measures with those reported by the U. S. Commission will be difficult due to the lack of control by the latter in defining the phrase "reading on grade level". It is indicated (2, p. 24) that local districts, who provided the achievement data, not only used different test instruments but may have mixed test scores and teacher-judgment in assessing students' reading abilities in some cases. Test scores obtained on different instruments should not be directly compared.

Standardized test scores have been reported by ethnicity since 1971-72 enabling the district to monitor the educational progress of minority students.

Average composite test scores of each ethnic group were reported for all grades tested in 1971-72. These data are shown in Table 11.

Table 11. Composite Test Scores by Ethnicity in 1971-72

Grade Level	Anglo Students GE Mean	%ile	MA Students GE Mean	%ile	Black Students GE Mean	%ile
3	3.3	60%ile	2.6	32%ile	2.5	26%ile
4	4.3	59%ile	3.6	37%ile	3.1	18%ile
5	5.3	58%ile	4.2	26%ile	3.9	18%ile
6	6.2	54%ile	5.0	24%ile	4.5	12%ile
8	8.0	50%ile	6.3	19%ile	6.0	14%ile
9*		51%ile		14%ile		10%ile
12*		53%ile		16%ile		7%ile

*High school test batteries provide percentile ranks, not grade equivalents.

Although the average Anglo student scored at or above the test norm at each grade level, the average minority student--whether Black or Mexican American--scored initially, in grade three, well below the test norm and generally fell further behind as he progressed through the grade levels.

The average Black child has reached the 12%ile at the beginning of grade six and exited from public schools at the 7%ile.

The average Mexican American child scored at the 24%ile at the beginning of grade six and exited at the 16%ile as a senior.

To reveal variation within ethnic groups, the separate distribution of scores of Anglo, Black and Mexican American children are depicted in Exhibits B-E for grades six, nine, and twelve, respectively.

The scores of Anglo children are normally distributed, approximately one-half of the students scoring above test norms of each grade level and one-in-ten scoring at or above the 90%ile.

In contrast, the distribution of scores of minority children are severely skewed. Only seven percent of the Black sixth graders and six percent of the Black seniors scored above test norms. The final academic measure at grade twelve revealed one-in-three hundred Black students scoring at or above the tenth percentile (by definition, one-in-ten students score here in a normally distributed population).

Approximately sixteen percent of the Mexican American sixth graders and seniors scored above test norm; however, no Mexican American seniors attained the 90%ile.

Standardized test results obtained in 1972-73 are similar. Scores in Table 12 reflect average achievement by ethnicity for grades 6, 8, 9 and 12. Ethnic averages for lower grades were not computed.

Table 12. Composite Test Results by Ethnicity in 1972-73

Grade Level	Anglo Students GE Mean	%ile	MA Students GE Mean	%ile	Black Students GE Mean	%ile
6	6.2	54%ile	5.0	24%ile	4.5	12%ile
8	8.0	50%ile	6.4	20%ile	6.0	14%ile
9*		50%ile		17%ile		12%ile
12*		53%ile		15%ile		12%ile

*High school test batteries provide percentile ranks, not grade equivalents.

The 1972-73 scores for the average Anglo student are the same as those obtained in 1971-72 and are equal to or above the national test norm at each grade level.

The average Mexican American pupil in the sixth grade scored at the 24%ile but declined to the 20%ile at grade eight, the 17%ile at grade nine, and the average for those still in school in grade twelve fell to the 15%ile.

The average Black student scored the same in grade six (12%ile) and grade eight (14%ile) as in 1971-72. While their scores ranked at only the 12%ile in both grades nine and twelve, this was an improvement over the 1971-72 results of 10%ile at grade nine and 7%ile for high school seniors.

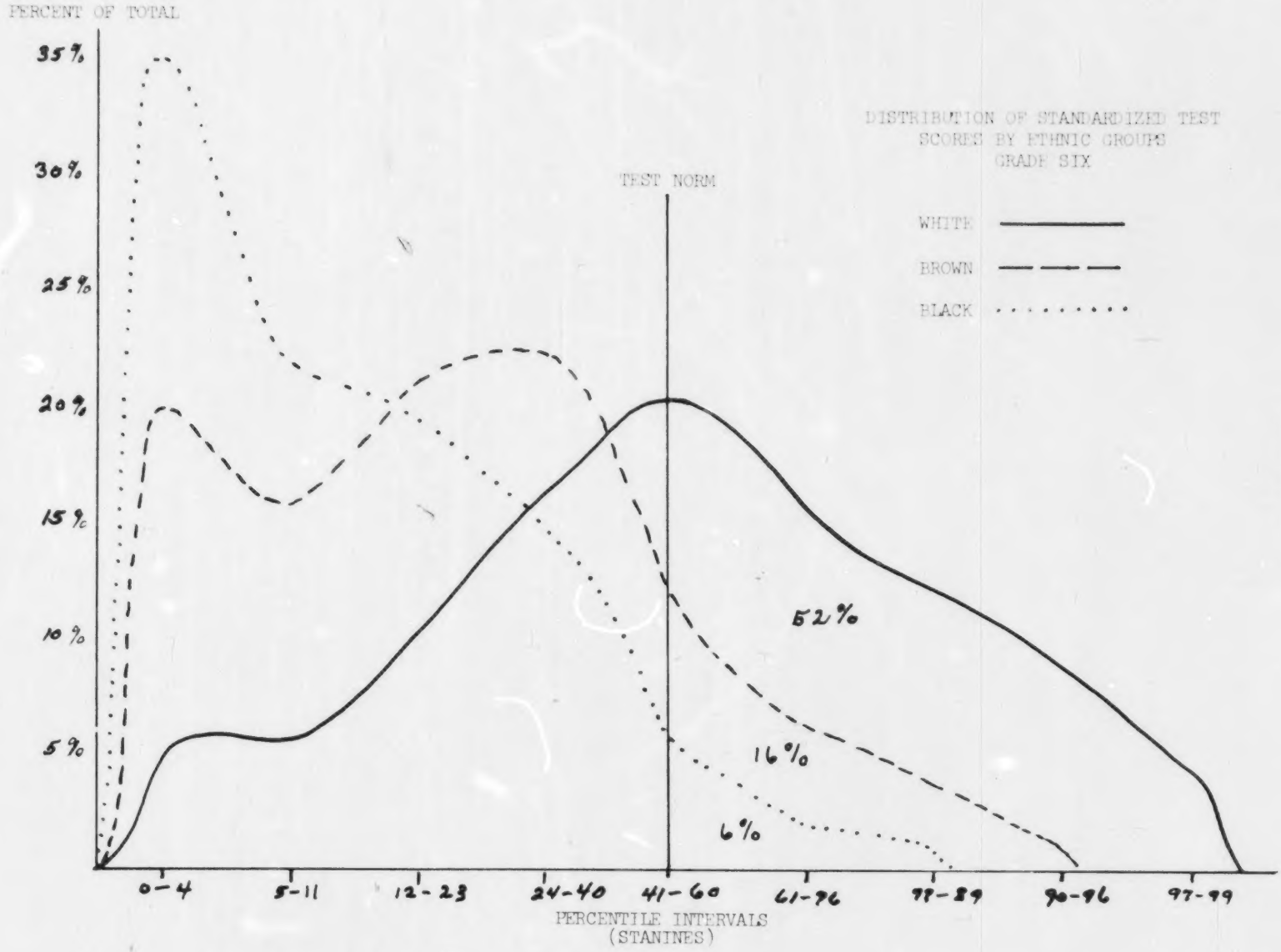
Again, as in 1971-72, the distribution of scores of minority students is severely skewed. Only six or seven percent of the Black students scored above the test norm at each grade level, less than one percent scored in the top quartile (above the 75%ile), and only one-in-five hundred scored above the 90%ile as compared to one-in-ten in a normal distribution.

Sixteen percent of the Mexican American sixth graders and eleven percent of those in grade twelve scored above the test norm. Nearly five percent of the Mexican American seniors were in the top quartile, but none of them attained the 90%ile.

Participation in Extracurricular Activities

The U. S. Commission perceived participation in extracurricular activities as an indicator of the extent to which opportunities are provided by the school for the development of leadership qualities and social skills (2, p. 7).

Studies were also quoted by the Commission (2, p. 39) as reporting a close correlation between the school's holding power and the extent to which



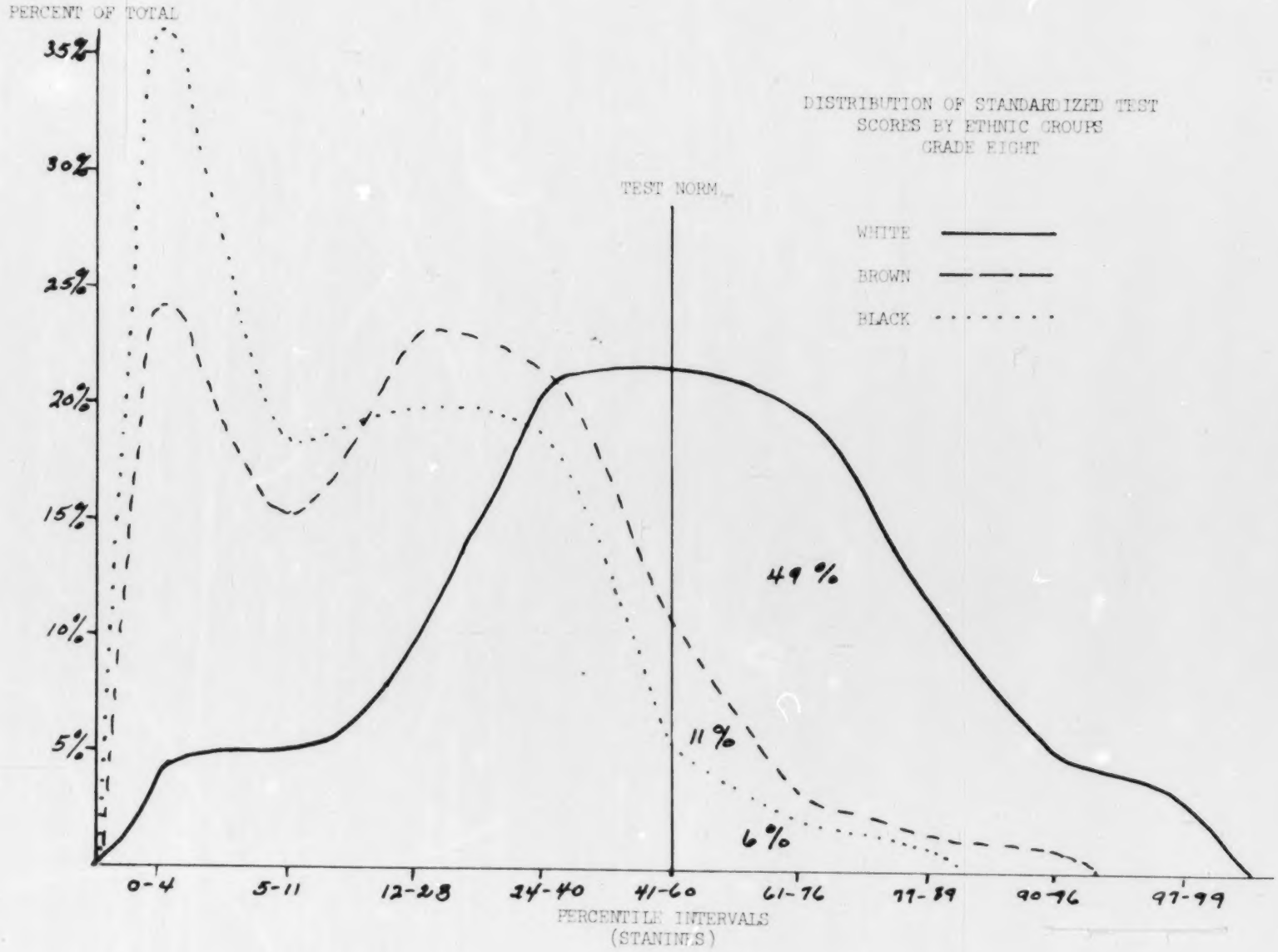
DISTRIBUTION OF STANDARDIZED TEST SCORES BY ETHNIC GROUPS GRADE SIX

WHITE ——————

BROWN — — — —

BLACK . . . . . .

EXHIBIT B


PERCENT OF TOTAL
35%
30%
25%
20%
15%
10%
5%
DISTRIBUTION OF STANDARDIZED TEST SCORES BY ETHNIC GROUPS GRADE EIGHT
TEST NORM
WHITE
BROWN
BLACK
49 %
11 %
6 %
0-4
5-11
12-23
24-40
41-60
61-76
77-89
90-96
97-99
PERCENTILE INTERVALS (STANINES)

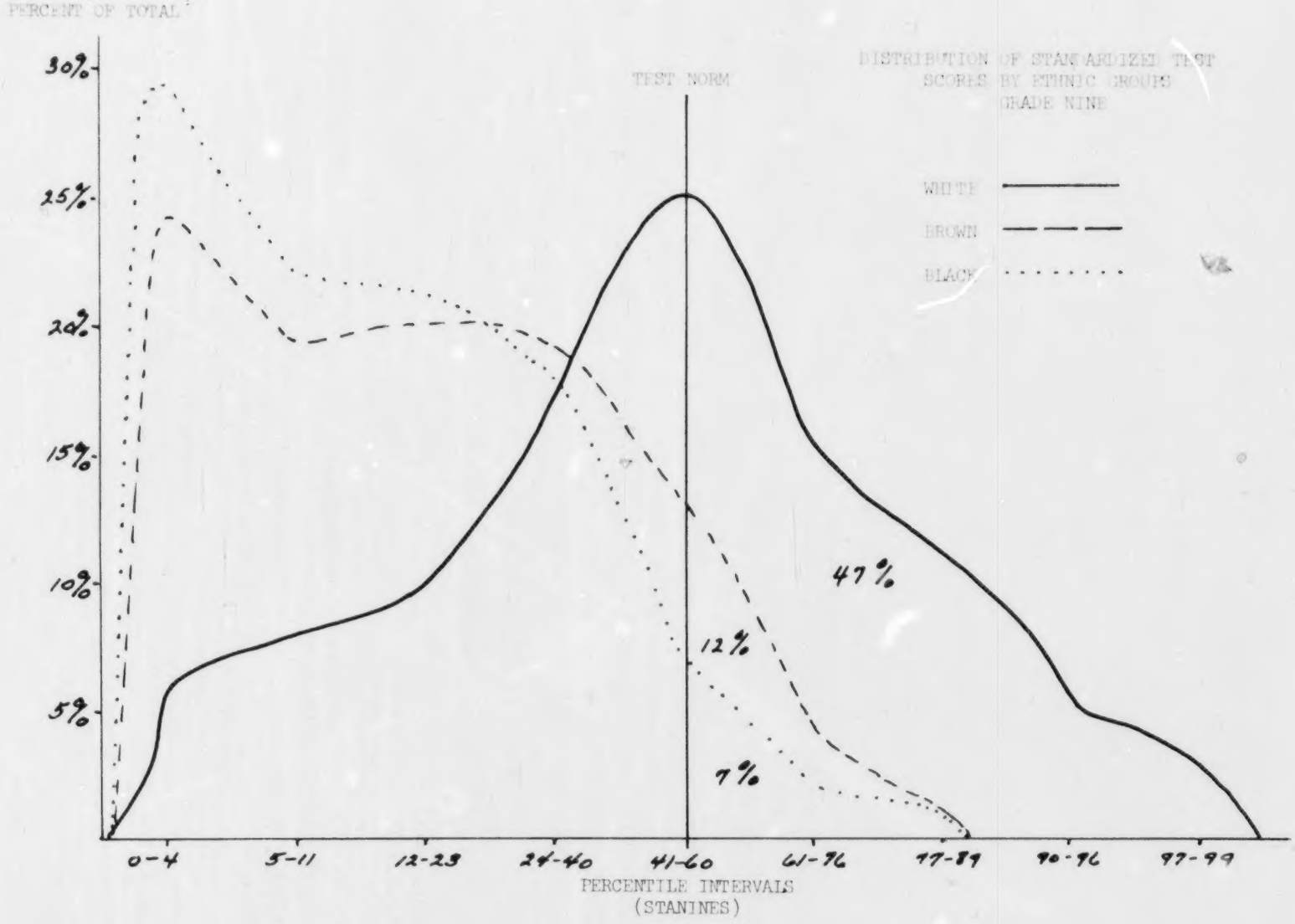
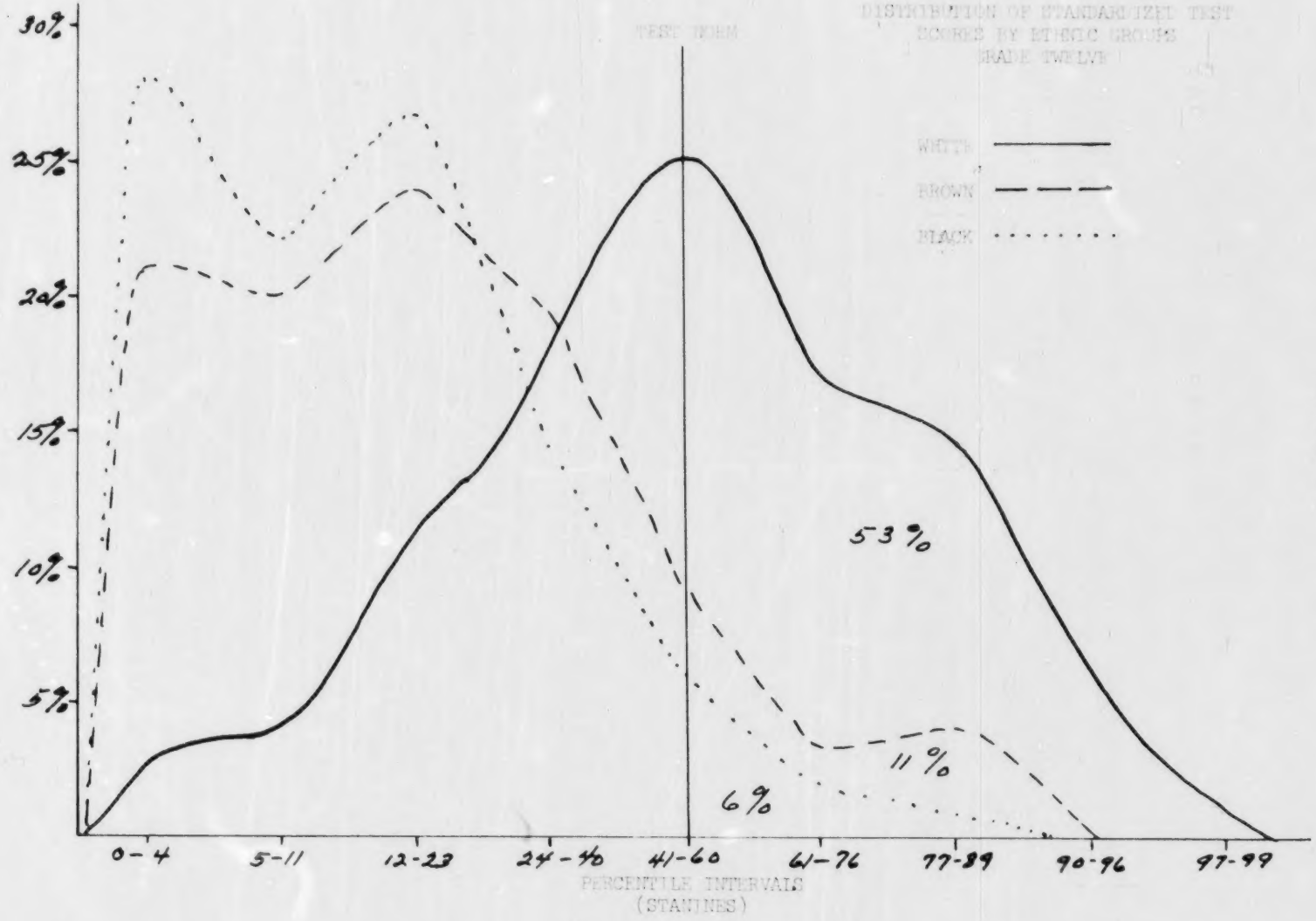

PERCENT OF TOTAL
30%
25%
20%
15%
10%
5%
TEST NORM
DISTRIBUTION OF STANDARDIZED TEST SCORES BY ETHNIC GROUPS GRADE NINE
WHITE
BROWN
BLACK
47%
12%
7%
0-4
5-11
12-23
24-40
41-60
61-76
77-89
90-96
97-99
PERCENTILE INTERVALS
(STANINES)

EXHIBIT D


30%
25%
20%
15%
10%
5%
WHITE
BROWN
BLACK
53%
11%
6%
0-4
5-11
12-23
24-40
41-60
61-76
77-89
90-96
97-99
PERCENTILE INTERVALS
(STANINES)

students were involved in extracurricular activities. In one (2), 73% of the 796 dropouts had never participated in any extracurricular activity; in another study (2), 70% of the 127 dropouts had not participated in extracurricular activities in contrast to only 15% of 913 graduates having no involvement in those activities.

As a result of its survey, the Commission concluded that, for the most part, Mexican American students did not reach their proportionate rate of participation. Data were gathered relative to ethnicity of student body presidents, newspaper editors, homecoming queens, etc. 2, p. 41).

The present study does not gather the same information because of the small number of secondary schools, particularly high schools, involved. Rather than gathering information about single offices, data were gathered about the ethnicity of extracurricular groups: bands, athletic teams, choruses, clubs, pep squads, etc. This extension of the Commission's study should provide a clearer picture of extracurricular involvement by Mexican American students in the FWISD.

FWISD High Schools

The extent to which Mexican American students in the FWISD were involved in extracurricular activities in middle and high schools was examined through the use of surveys completed by principals.

Data in Tables 13 and 14 reflect the ethnic composition of selected extracurricular groups in the three high schools with ten percent or more Mexican American enrollment. Data in Table 13 were drawn during the 1972-73 school year; data in Table 14 were drawn during the 1973-74 school year.

Data in Table 13 indicated that the proportion of students involved in all the activities listed who were Mexican American students (26%) was

significantly less than the proportion of the enrollment that was Mexican American (31.4%). However, the same was true of Anglo students: 42 percent involved; 46.7 percent enrolled. Black students were involved in these activities significantly more than the enrollment would predict: 32 percent involved; 21.9 percent enrolled. These differences in proportionate representation in the activities is seemingly due to the large proportions of Black students on most athletic teams.

Mexican American students were satisfactorily* represented in the band and in the cheerleader squads and were over-represented on the baseball teams. They were under-represented on the football teams, basketball teams (as were Anglos) and the choral groups.

Table 13. Participation of Mexican American Students in Extracurricular Activities in 10% MA High Schools*, 1972-73

Extracurricular Activity	Percent Involved		
	Anglo	Black	MA
Band or Orchestra	43%	26%	31%
Football Team	39%	43%	18%
Basketball Team	23%	62%	15%
Baseball Team	39%	3%	58%
Cheerleaders	52%	17%	31%
Chorus	54%	25%	20%
Aggregate Involvement for these High Schools*	42%**	32%**	26%**
Total Enrollment at these High Schools	47%**	22%**	31%**

*High Schools with at least 10 percent Mexican American enrollment: North Side, Diamond Hill and Trimble Tech.
**Significantly different.

*When proportions of those involved did not differ significantly from the proportion enrolled.

The examination of ethnic involvement in extracurricular activities was extended to include those listed in Table 14. These data were gathered in the fall of 1973 through questionnaires completed by principals.

Table 14. Participation of Mexican American Students in Selected Extracurricular Activities in 10% MA High Schools, 1973-74

Organization or Activity	Anglo Participants		Black Participants		MA Participants		Total Number Participants
	No.	%	No.	%	No.	%	
Student Council	101	51%	32	16%	64	32%	197
Class Officers	20	47%	6	14%	17	40%	43
Class Favorites	15	44%	8	24%	11	32%	34
Girls Pep Squad	44	42%	44	38%	17	16%	105
Newspaper Staff	9	16%	20	34%	29	50%	58
Annual Staff	13	41%	3	9%	16	50%	32
Drum Majors	4	67%	0	-	2	33%	6
Majorettes	7	50%	6	43%	1	7%	14
Clubs	558	45%	236	19%	431	35%	1225
Aggregate Involvement	771	45%*	355	21%*	588	34%*	1714
Enrollment at these Schools	1614	42%*	1149	30%*	1043	27%*	3866

*Differences are significant.

Participation by Mexican American students in these activities was significantly greater than that expected by enrollment. Mexican American students constituted 27% of the school enrollment and 34% of those involved in the selected activities. An examination of data from individual schools did not dilute the results. At each school the proportion of Mexican American students involved in the activities in Table 14 equalled or exceeded the proportion enrolled.

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An examination of individual activities listed in Table 14 reveals that Mexican American students were overly represented in some activities--newspaper and annual staffs--and under-represented on girls' pep squads and majorette groups.

Black students were over-represented in girls' pep squads and under-represented on annual staffs and in clubs.

Middle Schools

The extent to which Mexican American students were involved in extracurricular activities at the middle school level was determined through questionnaires completed by principals.

Data in Table 15 were collected in the late spring of 1973. Involvement in the selected activities by Mexican American students was somewhat less than that predicted by the enrollment. Anglo students were involved in these activities in a proportion (63 percent) similar to that comprising the enrollment (62 percent). Black students were slightly more represented in the activities (17 percent) than in the scholastic population (12 percent). Specifically, Mexican American students were under-represented in sports and in choral groups, and Black students were over-represented on basketball teams and under-represented in choral groups. Mexican American students comprised 26.2 percent of the enrollment and 21 percent of the students involved in the extracurricular activities listed.

Table 15. Participation of Mexican American Middle School* Students in Selected Extracurricular Activities, 1973-73

Activity	Participating Students						Total Participants
	Anglo Students		Black Students		MA Students		
	N	%	N	%	N	%	
Band/Orchestra	400	63%	100	16%	134	21%	634
Chorus	162	72%	24	11%	38	17%	224
Football Team	278	59%	85	19%	102	22%	459
Basketball Team	122	56%	58	27%	37	17%	217
Aggregate	1014	63%	267	17%**	336	21%**	1617
Enrollment	3740	62%	702	12%**	1593	26%**	6085

*Six middle schools with 10 percent enrollment of Mexican American students.
**Differ significantly.

Table 16 reflects involvement of middle school students by ethnicity in other selected activities in 1973-74.

Table 16. Participation of Mexican American Middle School* Students in Selected Extracurricular Activities, 1973-74

Activity	Participating Students						Total Participants
	Anglo Students		Black Students		MA Students		
	N	%	N	%	N	%	
Student Council	170	56%	57	19%	78	26%	305
Class Officers (2 schools)	4	40%	3	30%	3	30%	10
Newspaper Staff (5 schools)	87	67%	16	12%	26	20%	129
Clubs	321	71%	60	13%	73	16%	454
Aggregate	582	65%**	136	15%	180	20%**	898
Enrollment	3574	59%**	970	16%	1553	26%**	6097

*Six middle schools with a 10 percent enrollment of Mexican American students.
**Differ significantly.

The data in Table 16 indicate that Anglo students were somewhat over-represented in these extracurricular activities (65 percent) in contrast to their enrollment proportion (59 percent) and that Mexican American students were somewhat under-represented (20 percent) in contrast to their enrollment proportion (26 percent) at the six middle schools. Involvement in these activities by Black students (15 percent) was similar to enrollment proportion (16 percent).

Much of the unrepresentation seemed related to club activities. In these, mostly math and science clubs, Anglo students were over-represented and Mexican American students were under-represented. Variation among the six schools in participation of Mexican American students in extracurricular activities did not appear to be noteworthy.

Discussion of Extracurricular Involvement

The data gathered indicated that Mexican American students at the high school level do reach their proportionate rate of participation in extra-curricular activities. They comprised 27 percent of the enrollment at the three high schools studied and 34 percent of those involved in extracurricular activities. The only specific activity in which Mexican American students' participation was unusually low was in girls' drill teams and majorette squads. It might be hypothesized that a minority child might be less likely to afford private twirling lessons or uniforms for drill squads; however, the substantial participation by Black girls in these activities induces a rejection of that hypothesis.

At the middle school level Mexican American students do not quite reach their proportionate level of participation. They comprised 26 percent of the enrollment at the six middle schools examined and 20 percent of those involved

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in extracurricular activities. The differential between enrollment and participation in extracurricular activities seemed largely due to the poor representation of Mexican American students in clubs--math and science.

Black participation in clubs was low in both middle and high schools, but participation in sports (other than baseball), drill teams, and majorette squads was proportionately high.

Anglo participation was generally proportionate in most activities. Anglo students were slightly under-represented in sports at the high school level and over-represented in clubs in middle schools.

The extent to which Mexican American students' participation in extracurricular activities was affected by out-of-school work was assessed by asking principals to report the number of students holding jobs that required their presence during the week. These data indicated that Mexican American students were not holding out-of-school jobs in disproportionate numbers. Of those reported working, 56 percent were Anglo, 18 percent were Black, and 25 percent were Mexican American. Enrollment at these high schools was 42 percent Anglo, 30 percent Black, and 27 percent Mexican American.

The Commission suggested (2, p. 40) that special conditions of eligibility for or expenses incurred as a result of participation in extracurricular activities might limit the involvement of minority students. Judging from the data reported above, neither conditions nor expenses have severely limited Mexican American student involvement generally. Conversations with each principal, or his staff, regarding such factors indicated that citizenship and/or academic requirements are generally applied to the election of 1) student body councils and officers, 2) cheerleaders, and 3) class favorites, but not of homecoming or band queens. There was no evidence that staff-selection or staff-censorship was combined with student elections. Participation in clubs,

choral groups, bands, athletic teams, girls' drill squads, majorette squads, etc. is generally contingent on interest and/or possession of specific ability. Undue expenses were reported only for cheerleaders who must spend $150-$200 on uniforms and special instructions.

Two cautions should be applied in analyzing the data related to extra-curricular participation by ethnicity. First, ethnic data contains error due to problems related to identification. Ethnic data gathered from the same population may differ according to the source. Two sources were used (but not in combination) for the present study: teacher and principal identification of ethnicity and student self-identification on school registration forms for enrollment purposes. Secondly, the present study has dealt with numbers of students involved and not the quality or extent of a student's involvement in a particular activity.

Overageness

The extent to which students may have repeated a grade or missed a year of school at some point in their school experience was examined by obtaining the proportions of students, by ethnicity, at each grade level who were overage for their particular grade level. It is recognized that there are several reasons why students may be overage for their grade assignment--illness, poor attendance, etc.--but the most common reason for overageness is grade repetition because of poor classroom performance. Thus, overageness can be perceived as a gross measure of grade repetition and should be acceptable for the purpose of making group comparisons (2, p. 35).

Data in Table 17 report the numbers and proportions of students, by ethnic group, who were overage at schools with at least a ten percent Mexican American enrollment. The data were provided by the Data Center for the final reporting period of 1972-73.

Table 17. Percent of Total 'Overageness' of Ethnic Groups in 10% MA Schools, 1972-73

School	Anglo Over-ageness Percent	Black Over-ageness Percent	MA Over-ageness Percent	School Enrollment Percent Anglo	Percent Black	Percent MA
Springdale	40.0%	55.0%	5.0%	86%	2%	12%
Worth Heights	17.7%	11.0%	70.3%	16%	-	84%
North Hi Mount	18.3%	55.1%	24.4%	79%	-	21%
S. F. Austin	65.8%	17.0%	17.0%	56%	12%	31%
DeZavala	40.5%	28.9%	30.4%	50%	20%	30%
Charles Nash	14.2%	37.1%	48.5%	22%	19%	59%
Sam Rosen	42.2%	15.5%	42.2%	63%	15%	22%
Circle Park	15.5%	18.8%	65.5%	28%	9%	63%
Denver Avenue	2.9%	22.0%	75.0%	19%	-	81%
George Clarke	35.2%	39.2%	25.4%	76%	1%	22%
Lily B. Clayton	34.7%	43.4%	21.7%	62%	20%	18%
D. McRae	36.3%	36.3%	27.2%	50%	35%	15%
Polytechnic	41.8%	45.4%	10.9%	69%	19%	12%
Diamond Hill	20.0%	27.1%	52.8%	49%	11%	40%
Washington Hts.	4.3%	23.9%	71.7%	5%	33%	62%
W. J. Turner	41.9%	30.6%	27.4%	52%	25%	23%
Brooklyn Hts.	25.6%	7.6%	66.6%	33%	5%	62%
B. H. Carroll	40.4%	31.9%	27.6%	79%	2%	19%
Hubbard	47.4%	32.0%	20.5%	84%	-	16%
South Ft. Worth	35.4%	46.7%	17.7%	72%	-	27%
Oak Knoll	87.5%	12.5%	-	70%	16%	13%
H. V. Helbing	29.6%	7.4%	62.9%	30%	-	69%
M. H. Moore	40.9%	32.5%	26.5%	67%	-	33%
Carter Park	33.3%	30.3%	34.3%	45%	41%	13%
James Guinn	35.9%	39.0%	23.4%	35%	51%	14%
Kirkpatrick	30.9%	50.3%	18.7%	22%	63%	15%
Elementary Aggregate	31.6%	31.0%	37.4%	48%	15%	37%
Rosemont	50.4%	12.7%	34.2%	59%	14%	26%
Daggett	49.0%	36.7%	13.5%	77%	2%	20%
Stripling	71.5%	6.4%	20.4%	35%	2%	12%
J. P. Elder	26.8%	15.5%	57.3%	71%	19%	10%
Riverside	51.6%	31.4%	15.4%	39%	18%	43%
Meacham	47.3%	6.0%	46.1%	53%	9%	37%
Middle Aggregate	47.6%	16.9%	35.6%	62%	12%	26%

Percent of Total 'Overageness' of Ethnic Groups in 10% MA Schools (continued)

School	Anglo Over-ageness Percent	Black Over-ageness Percent	MA Over-ageness Percent	School Enrollment Percent Anglo	Percent Black	Percent MA
North Side	40.7%	18.1%	40.7%	48%	21%	31%
Diamond Hill	70.7%	4.8%	23.7%	64%	8%	27%
Technical	29.4%	35.2%	34.5%	37%	29%	34%
High Aggregate	39.7%	25.7%	34.7%	47%	22%	31%
Total Aggregate*	39.2%	24.8%	36.1%	52%	15%	33%

*All differences in percentage of enrollment and overaged for the Aggregate are significant.

Data in Table 17 indicate that Mexican American students comprised 36.1 percent of 'overageness' in contrast to 32.9 percent of the enrollment in these schools; Black students comprised 24.8 percent of the 'overageness' and 15.1 percent of the enrollment; Anglo students comprised 39.2 percent of the 'overageness' and 52.0 percent of the enrollment. All of these differences in proportions are statistically significant.

For all instructional levels 14.2 percent of Anglo students were overaged, 31.1 percent of Black students were overaged, and 20.8 percent of Mexican American students were overaged at these schools. All of the differences in these proportions are statistically significant.

When examined by instructional levels the same pattern of minority 'overageness' exceeding the appropriate proportion is noted, except that, at the elementary level, Mexican American students comprised a proportion of the 'overageness' (37.4 percent) consistent with their enrollment (37.0 percent). Differences at the middle and high school levels were significant.

An examination of 'overageness' without reference to ethnicity reveals that 14.6 percent of the elementary students were overaged, 23.6 percent of the middle school students were overaged, and 21.9 percent of the high school students were overaged. This significant decrease in 'overageness' may reflect a change in philosophy regarding student progress generated by innovated programs at the elementary level (i.e., Bilingual and Follow Through).

Holding Power of Schools

The U. S. Commission on Civil Rights has held that a school system's ability to 'hold' students is "the single most important measure" of its effectiveness (2, p. 8).

This measure is a difficult one because of the problem of determining, on a longitudinal basis, what happens educationally to a group of students. Most 'dropout' information has been generated from cross-sectional or longitudinal studies of enrollment data. After making some allowance for effects of other factors, the U. S. Commission on Civil Rights estimated that 86 percent of Anglo students in the Southwest finished high school in comparison to 60 percent of Chicano students (2, p. 10). In Texas, it was estimated that 85 percent of the Anglos finished high school in comparison to 53 percent of the Mexican American students (2, p. 19).

U. S. census data is consistent with the finding reported above. Census data are produced by the U. S. Commission (2, p. 9) to show that Mexican Americans in the 24-34 age bracket averaged finishing 10.8 years of school in comparison to 12.6 years averaged by Whites in the United States. Educational attainment of Texans 25 years and older was reported for 1970 by the Office of the Governor (OIS, GR-3, p. 248). According to that report 36.6

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percent of the Spanish surnamed persons had completed high school in comparison to 55.6 percent of the Anglos.

These data imply an ethnic factor in dropout tendencies. However, social economic status (SES) is uncontrolled in the typical enrollment statistics or in census data. Inasmuch as Mexican American students are more likely than Anglo students to represent lower income communities, their higher dropout rate should partially reflect differences in the schools' holding power in low and high SES communities.

FWISD Dropout Data

A mini-study by the FWISD Research Department has been proposed for 1974-75 that would examine the extent to which Anglo and Mexican American students from the same communities graduate from high school. A check on all seventh graders who entered four selected FWISD junior high schools in the fall of 1967 revealed that approximately one-third of the Chicano children graduated on schedule in the spring of 1973 from FWISD high schools. However, only about one-third of the Anglo children in that cohort from the same communities graduated that year in FWISD. These data imply that, when socio-economic level is controlled, the ethnic factor in dropout rates may be considerably minimized. Plans have been formulated to collect data relative to the educational history of the missing two-thirds of both Anglo and Chicano groups during 1974-75.

FWISD 'dropout' data is collected from time to time for special purposes. In 1970-71 Title I evaluation requirements caused a survey to be made at all middle and high schools. Responses of principals to this survey revealed that 20 percent of the Mexican American students and 10 percent of the Anglo students at the high school level dropped out of school during that year. At the middle school level 4 percent of the Mexican American students

dropped out in comparison to 1 percent of the Anglo students. Dropout rates of Black students were similar to those for Anglos. Considerable questions exist as to the validity of these data as principals may have used different criteria or procedures for identifying dropouts. It will be recognized that the Anglo students represented the entire spectrum of non-affluent and affluent areas whereas Mexican American students, for the most part, represented non-affluent areas.

Longitudinal enrollment data produced by the FWISD Planning Department revealed a much larger decrease in Mexican American enrollment from grade 8 (1968) to grade 12 (1972) than that revealed for other ethnic groups. The Mexican American enrollment declined by 40 percent compared to a 17 and a 25 percent decline for Blacks and Anglos respectively. However, these decreases within this specific group of students occurred during a period when total-grade school enrollments of Mexican American and Black students increased (Anglo total enrollment decreased). These data indicate a higher dropout rate for Mexican American students.

A synthesis of all the data, confounded as it is by the uncontrolled SES variable, does lend support to the hypothesis that school systems have less holding power for Chicano students than for other students.

SECTION V

MISCELLANEOUS INFORMATION

Part-Time Work by High School Students

An effort was made to ascertain whether or not larger proportions of Mexican American students held part-time jobs than other students in view of the expectation that students working at jobs during the weekdays might have less opportunity to participate in extracurricular activities and less time to devote to studies.

Principals of the 10 percent Mexican American high schools were asked to report, by ethnicity, the number of students holding part-time jobs that required their presence during weekdays. These data are presented in Table 18.

Table 18. Students Holding Weekday Jobs at 10 Percent MA High Schools*

	Enrolled	Number Working	Percent Working
Anglo Students	1920	436	22.7%**
Black Students	898	142	15.8%**
Mexican-American Students	1289	197	15.3%
Aggregate	4107	775	18.9%

*North Side; Diamond Hill-Jarvis; Trimble Tech.
**Significant.

The data indicate that a significantly larger proportion (22.7 percent) of Anglo students at those three high schools held part-time jobs than did either Black (15.8 percent) or Chicano (15.3 percent) students. Although students in official work-study courses (for credit) were not generally included, students in the Neighborhood Youth Corps Program were included in the response from one school.

Human Relations Training for Classroom Teachers

The Human Relations Training Program, provided teachers on a voluntary basis by the FWISD Department of Intercultural Relations and the Department of Teacher Education, has the purpose of facilitating teacher-pupil and teacher-parent relations, as well as teacher-teacher relations. This training is perceived as being particularly critical in those cases where teachers are dealing with children of an ethnicity or socio-economic level that differs from their own.

The extent to which classroom teachers in schools serving substantial proportions of Mexican American students have completed the Human Relations training was determined by examining records provided by the Teacher Education Department. The examination included reports of training sessions through July of 1973.

Data in Table 19 reveal the number of classroom teachers assigned to the 10 percent Mexican American schools in 1972-73 who had completed the Human Relations training sessions as of July, 1973.

Table 19. Human Relations Training for Classroom Teachers

	Elementary		Middle		High		Aggregate*	
	10% MA Schools	Other Schools	10% MA Schools	Other Schools	10% MA Schools	Other Schools	10% MA Schools	Other Schools
Total Number of Classroom Teachers	449	943	238	536	186	775	873	2254
Number of Classroom Teachers Completing Human Relations	87	202	28	61	18	66	133	329
	19.8%	21.4%	11.8%	11.4%	9.7%	14.6%	15.2%	14.6%

*Of 3127 classroom teachers in the district, 462 (14.8 percent) had completed Human Relations by July, 1973.

Data in Table 19 indicate that the proportion of classroom teachers (15.2 percent) assigned to 10 percent Mexican American schools completing Human Relations did not differ significantly from that (14.6 percent) of classroom teachers in other schools.

Seventeen of the twenty-seven elementary principals (63 percent) assigned to '10 percent Mexican American' elementary schools completed Human Relations sessions compared to 30 (59 percent) of the principals assigned to the other 51 elementary schools. Three of the six principals (50 percent) assigned to '10 percent Mexican American' middle schools had completed the training compared to six principals (50 percent) at the other twelve middle schools. All three of the high school principals assigned to '10 percent Mexican American' schools had completed Human Relations as had seven of the principals at the other ten high schools.

Mexican American Teachers and Students in Programa en Dos Lenguas

Ethnicity of students and the staff of the FWISD Bilingual Program (Programa en Dos Lenguas) is reported in Table 20. These data were obtained from the coordinator of the program.

Table 20. Ethnicity of Students and Staff, Bilingual Program, Spring, 1973

Group	Mexican American		Anglo		Black	
	N	%	N	%	N	%
Students*	1698	73.5%	499	21.6%	111	4.8%
Teachers**	32	38.6%	39	47.0%	12	14.5%
Aides	64	97.0%	1	1.0%	1	1.0%
Miscellaneous Professional Staff	17	89.0%	2	11.0%	0	-

*Elementary Mexican American enrollment equalled 4,943; total district enrollment equalled 8,616 (Table 1).

The data show that the 1,698 Mexican American students in the Bilingual Program constituted 19.7 percent of the 8,616 Mexican American students in the FWISD and 34 percent of the 4,943 Mexican American students in the elementary schools. Nearly all of the thirty-two Mexican American teachers at the elementary school level (Table 5) were assigned to schools providing the Bilingual Program.

Pupil-Teacher Ratios

Pupil-teacher ratios were examined to determine if differences in this index of school quality varied with the proportion of Mexican American students enrolled. Data were obtained from the Elementary Education Division's

Organization Summary for November 17, 1972. Ratios were tabulated using enrollment and classroom teacher assignments for grades 1 through 5 only. These ratios were then averaged for the various categories of schools identified in Table 21.

Table 21. Pupil-Teacher Ratios by Percent of Mexican American Elementary Students, 1972-73

Percent Mexican American 1972-73	Number of Elementary Schools	Average Pupil per Teacher*
80 - 100	2	29.3
50 - 79	5	28.3
30 - 49	4	27.0
20 - 29	6	26.9
10 - 19	10	26.9
0 - 9	51	28.1

*Grades 1 - 5 only. Source: Organization Summary, Elementary Education Division, November 17, 1972.

The ratios reported in the table do not reveal any systematic relationship between proportion of Mexican American students and pupil-teacher ratios. Schools with fewest Chicano children (0 - 9 percent) averaged 28.1 pupils per class which is shown to be more pupils per class than schools with Mexican American proportions up to 49 percent. Pupil-teacher ratios averaged 27.9 for all elementary schools combined.

Teacher Experience and Training

An effort was made to determine if the teaching staffs of schools serving large proportions of Mexican American students differed from those at other FWISD schools on two characteristics that are traditionally expected to relate

to quality of teaching. For this assessment the 'evaluative experience' and the degrees held by elementary classroom teachers, Grades 1 - 5, was obtained for the school year 1973-74 from the Data Center. These data are reported in Table 22 by category of Mexican American percent of the total enrollment. Enrollment data pertains to 1972-73 because 1973-74 ethnic data was not available at the time of the writing of the present paper.

The data indicate that elementary classroom teachers assigned to schools with large proportions of Mexican American students hold degrees similar to those assigned to schools with few Mexican American students. Proportions of teachers holding Masters' degrees at 50-100% MA schools (22 percent) and at 10-49% MA schools (34 percent) did not differ significantly from the proportion (29 percent) holding that degree at schools whose enrollment was 9 percent or less Mexican American.

Significantly more inexperienced teachers were assigned to schools with largest proportions of Mexican American students. The proportion of teachers at 50-100% MA schools on salary schedule steps 0-3 (45 percent) was significantly greater than that at schools serving 10-49% Mexican American students (14 percent) or schools with 0-9% Mexican American students (13 percent). Conversely, the 50-100% MA schools had significant fewer teachers on salary schedule steps 4-9 or step 10 than other schools. Experience of teachers in 0-9 MA% schools and 10-49% MA schools was very similar.

Table 22. Teaching Experience and Degrees of Elementary Classroom Teachers* by Mexican American Enrollment

% MA Enrollment 1972-73	No. Schools	Degrees Held		Evaluated Experience (Steps on Salary Schedule		
		Bachelor Degree	Masters Degree	0 - 3	4 - 9	10
50% - 100%	7	78%	22%	45%**	38%**	17%**
10% - 49%	20	66%	34%	14%	47%	39%
0 - 9%	51	71%	29%	13%	49%	38%
Aggregate	78	71%	29%	16%	48%	36%

*Source: Printout provided by the Data Center for the Comparability Study dated November 6, 1973.

**Proportion differs significantly from the proportion for the 0-9% MA category.

SECTION VI

SUMMARY OF FINDINGS

The FWISD Department of Research and Evaluation was assigned the task in the fall of 1973 of gathering evaluative data relative to Mexican American students within the FWISD. This first presentation of data is patterned after the first two of a series of reports made by the U. S. Commission on Civil Rights on the educational status of Mexican Americans in the Southwest. The data reported by the U. S. Commission were gathered in the fall of 1968 from all districts in the Southwest and in the spring of 1969 from districts whose Mexican American student enrollment equalled or exceeded ten percent.

The present paper reports data relative to 1) the enrollments of Mexican American students, 2) the employment of Mexican Americans, and 3) the school success of Mexican American students. These FWISD data were collected primarily in 1972-73. Major findings are reported below by thos three general categories.

Findings about Mexican American Students

Data gathered relative to the 1972-73 enrollment of Chicano students in the FWISD generated the following findings:

1) Mexican American students comprised a smaller proportion of students in the FWISD (10.6 percent) than in Texas (20.1 percent) or the Southwest (17.2 percent).
2) The proportion of Mexican American students decreased with grade level: elementary schools, 13.2 percent; middle schools, 9.6 percent; high schools, 7.3 percent.

3) Mexican American students were not isolated in the FWISD to the extent reported for the Southwest or Texas.

> Twenty-seven of the 78 elementary schools have a Mexican American enrollment proportion of at least 10 percent, but Chicano students are in the majority (Appendix A) in only seven. Data in Table 3 reveal that 71.4 percent of the FWISD Mexican American students attended schools in which they were in the minority. In contrast, only one-third of the Mexican American students in Texas attended schools in 1968-69 in which Mexican American students were in the minority. No Chicano student attended a middle school or high school in which Mexican American students were in the majority in the FWISD.

Findings about Mexican American Staff Members

Data gathered in 1972-73 relative to the employment of Mexican Americans generated the following findings:

4) Data in Tables 5 and 6 indicate that differences between proportions of Mexican American students and proportions of Mexican American teachers in the FWISD are similar, but somewhat larger, than those existing in Texas and the Southwest.

> In the FWISD 2.2 percent of the classroom teachers were Mexican American in comparison to 10.6 percent of the students. The ratio of Chicano pupils to Chicano teachers (128:1) was somewhat larger than that reported for Texas (98:1) or the Southwest (120:1). The largest discrepancy existed at the elementary level, where 159 Mexican American pupils were in attendance for each Mexican American teacher (Table 6).

5) Mexican American teachers are not assigned primarily to schools serving large proportions of Mexican American students.

> Sixty percent of the Mexican American teachers in the FWISD are assigned to schools in which Mexican American students are in the minority. In contrast, eighty-two percent of the Mexican American teachers in Texas are assigned to schools in which Mexican American children are in the majority (Table 7). At no FWISD school does the proportion of Mexican American teachers exceed 31 percent (Table 4).

6) One principal with a Spanish surname was employed by the FWISD. No Mexican American vice-principals were employed.

7) At schools with at least a 10 percent enrollment of Mexican American students, the proportion of Mexican Americans on the professional staff was 5.2 percent in contrast to a Mexican American student enrollment of 32.8 percent (Table 9).

8) The proportion of instructional aides who were Mexican American closely approximates the proportion of Mexican American students (Table 9).

> A few cafeteria workers and custodians were Mexican American, but no Mexican American secretaries were reported in schools.

9) Five certificated (3.7 percent) and five non-certificated (3.8 percent) Mexican Americans were employed at the central administrative complex (Table 10).

Findings about the School Success of Mexican American Students

Data gathered relative to school success indices of Mexican American students generated the following findings:

10) The academic achievement of Mexican American students, as a group, is low.

> In 1971-72 the average composite score earned by Mexican American seniors on a standardized achievement test battery ranked at the 16%ile of all students who took the test nationally. In contrast, the average Anglo student earned a composite score that ranked at the 53%ile (Table 11). Test results were similar in 1972-73 (Table 12).

11) Scores of Mexican American students on standardized tests decreased as grade levels increased (Tables 11 and 12).

12) Participation of Mexican American high school students in extracurricular activities was generally appropriate to their enrollment.

> Data in Table 14 reveal that in 1973-74 the proportion of high school students participating in selected extracurricular activities who were Mexican American (34 percent) significantly exceeded their enrollment proportion (27 percent).

13) Participation by Mexican American students in extracurricular activities at the six 10% MA middle schools did not reach a level appropriate to their enrollment, due primarily to their absence from math and science clubs (Table 16).

> Mexican American students comprised 26 percent of the enrollment and about 20 percent of those involved in extracurricular activities (Tables 15 and 16).

14) Mexican American students comprised a proportion (37.4 percent) of 'overaged' elementary students that was consistent with their enrollment (37 percent) at 10% MA elementary schools (Table 17).

> However, at the middle school and the high school levels, the proportions of 'overaged' students who were Mexican American (35.6 and 34.7 percent respectively) significantly exceeded their enrollment proportion (26 percent and 31 percent respectively).

15) Larger proportions of Mexican American high school students leave school prior to graduation than do Anglo students.

> The U. S. Commission estimates that 53 percent of the Chicano and 86 percent of the Anglo students graduate from high school in Texas (2, p. 10).

Miscellaneous Findings

Other miscellaneous data gathered generated the following findings:

16) Mexican American high school students do not hold a non-proportionate share of out-of-school jobs (Table 18).

> A larger proportion of Anglo students (22.7 percent) work part-time jobs than do Mexican American students (15.3 percent).

17) The proportion (15.2 percent) of teachers serving 10% MA schools who have completed "human relations" training is similar to that (14.6 percent) at schools with few Mexican American students (Table 19).

18) In 1972-73 the FWISD "Programa en Dos Lenguas" served approximately 34.4 percent of the Mexican American elementary children (Table 20).

19) Pupil-teacher ratios at elementary schools serving large proportions of Mexican American students did not differ from those at other elementary schools (Table 21).

> The smallest pupil-teacher ratios in the elementary schools were reported at schools where 10-49 percent of the students were Mexican American.

20) Degrees held by classroom teachers at schools with large proportions of Mexican American students were similar to those held by teachers at other schools (Table 22).

> More classroom teachers (34 percent) at 10-49 percent Mexican American schools held Master's degrees than at other schools.

21) Classroom teachers at elementary schools serving the largest proportions of Mexican American students had less teaching experience than those at other elementary schools.

> At the seven elementary schools in which Mexican American students were in the majority, 45 percent of the teachers had less than four years of evaluated teaching experience.

Limitations of the Present Study

Constraints of resources and time prevented the gathering of data relative to all possible problem areas. Ongoing research might examine the following concerns:

1) Reasons for Mexican American students leaving school prior to graduation;

2) The extent to which Mexican Americans who graduate from high school enter college;

3) The extent to which guidance and counseling services meet the specific needs of Mexican American students;

4) Teacher-pupil interaction in classrooms with substantial numbers of Mexican American students;

5) Mexican American students' perception of school;

6) Attitudes of teachers and administrators toward Mexican American students;

7) Teachers' and administrators' knowledge of Mexican American culture and history;

8) Treatment of the contributions of Mexican Americans to the development of Texas, the Southwest and America by curriculum materials;

9) Involvement of Mexican American parents in school affairs;

10) Number of and educational problems related to students attending public schools schools who are Mexican Nationals.

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APPENDIX

APPENDIX A

Elementary Schools by Proportion
of Mexican American Students

80% - 100% Mexican American Enrollment (2)

#3	Worth Heights	84%
#15	Denver Avenue	81%

50% - 79% Mexican American Enrollment (5)

#9	Charles Nash	59%
#13	Circle Park	63%
#26	Washington Hts.	62%
#31	Brooklyn Hts.	62%
#42	H. V. Helbing	69%

30% - 49% Mexican American Enrollment (4)

#6	Stephen F. Austin	31%
#8	DeZavala	30%
#25	Diamond Hill	40%
#57	M. H. Moore	33%

20% - 29% Mexican American Enrollment (6)

#4	North Hi Mount	21%
#10	E. M. Daggett	24%
#12	Sam Rosen	22%
#18	George Clarke	22%
#27	W. J. Turner	23%
#34	South Fort Worth	27%

10% - 19% Mexican American Enrollment (10)

#1	Springdale	12%
#19	Lily B. Clayton	18%
#20	D. McRae	15%
#21	Polytechnic	12%
#32	B. H. Carroll	19%
#33	Hubbard	16%
#41	Oak Knoll	13%
#60	Carter Park	13%
#70	James Quinn	14%
#71	Kirkpatrick	15%

0% - 9% Mexican American Enrollment (51)

#7	Morningside	.5%
#16	R. Vickery	0
#22	Tandy	4%
#23	Sagamore Hill	4%
#24	Riverside	7%

0% - 9% MexicanAmerican Enrollment (continued)

#28	Arlington Hts.	6%
#29	South Hi Mount	5%
#30	David K. Sellars	3%
#35	Oaklawn	7%
#36	Forest Hill	6%
#37	Alice Carlson	6%
#38	Oakhurst	3%
#39	East Handley	1%
#40	Meadowbrook	3%
#43	S. S. Dillow	2%
#44	Westcliff	4%
#45	J. T. Stevens	1%
#47	M. L. Phillips	4%
#48	Ridglea West	3%
#49	Bluebonnet	5%
#50	Glen Park	7%
#51	Wycliff	4%
#52	Glencrest	2%
#53	West Handley	2%
#54	South Hills	6%
#55	Mitchell Blvd.	1%
#56	Bonnie Brae	4%
#58	Ridglea Hills	1%
#59	Greenbriar	7%
#61	Eastland	3%
#62	Burton Hill	6%
#63	W. M. Green	3%
#64	Eastern Hills	0
#65	Waverly Park	2%
#66	Tanglewood	0
#67	A. M. Pate	0
#68	Bruce Shulkey	5%
#73	Como	4%
#75	Versia Williams	7%
#76	Dunbar	0
#77	G. W. Carver	0
#78	Rosedale Park	1%
#79	East Van Zandt	0
#80	Benbrook	8%
#81	Sunrise	3%
#82	Carroll Peak	0
#84	Theodore Willis	5%
#85	Western Hills	1%
#86	Westcreek	5%
#87	J. P. Moore	1%
#88	Atwood McDonald	1%

APPENDIX B

Needs Assessment of Mexican American Students
FWISD Department of Research/Evaluation

AIM: IMPROVING THE EDUCATION OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS

Tentative Areas Selected for Examination

In-School Success of Mexican American Students

1. Scores on standardized tests on reading and possibly mathematics
2. Percent of Mexican American graduates entering college
3. Dropout rates: a) including suspended students who did not return
   b) family-by-family study if possible
   c) focus on causes
4. Attendance
5. Aspirations of students
6. Students' perception of school
7. Grade repetition
8. Participation in extra-curricular activities

School Environment

1. Ratio of Mexican American teachers to total teaching staff (compare with student ratio)
2. Ethnicity of teachers within the "Programa en Dos Lenguas"
3. Percent of Fort Worth Mexican American students reached by the "Programa en Dos Lenguas"
4. Ratio of Mexican American aides in FWISD and "Programa en Dos Lenguas"
5. History of ratios of Mexican American teachers in FWISD
6. Efforts to recruit and/or train Mexican American teachers and instructional aides
7. Availability of Mexican American counselors, particularly at schools serving a substantial number of Mexican American students
8. Availability of Mexican American administrators in FWISD and particularly in schools serving a substantial number of Mexican American students

APPENDIX B (cont.)

9. Teacher-pupil classroom ratios in schools with high concentrations of Mexican American students (compared to ratios in other schools)

10. Attitudes of teachers and administrators toward Mexican American students

11. Teachers' and administrators' knowledge of Mexican American culture, history, contemporary movements, and local communities

12. Ratio of Mexican American secretaries, clerks, and cafeteria personnel

13. Quality and quantity of the treatment by curriculum materials of the contributions of Mexican Americans to the development of Texas, the Southwest and America

14. Inclusion of Mexican American students in work-study programs

15. Extent to which the menus implemented in school cafeterias serving large proportions of Mexican American students reflect their unique tastes and life-styles

16. Proportions of teachers in schools serving large concentrations of Mexican American students who have completed the human-relations training program (ESAP)

Miscellaneous Factors Possibly Related to Student Success

1. Percent of Mexican American high school students working at part-time jobs

2. Extent to which special Mexican American parent-groups organized to provide viability to special educational programs are involved in decision-making

3. Present dissemination of the annual evaluation of "Programa en Dos Lenguas"

4. Comparison of expenditure-per-child in schools serving high concentrations of Mexican American students and other schools

5. Home environmental features:

   a) Language dominance in the home
   b) Educational attainment of parents
   c) Educational material available in homes (i.e., books, newspapers, magazines)
   d) Parent-participation in school life
      Assess the variation of Mexican American parents' involvement in school life from school to school
   e) Parents' aspirations for children
   f) Family patterns relative to graduation or dropout

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APPENDIX C

Comments by the FWISD Personnel Department Relative to Findings about Mexican American Staff Members

Finding #1 (p. 45): Teachers

Mexican American teachers are in demand throughout the Southwest and the United States. The recruiting schedule (Appendix D) gives evidence that Fort Worth ISD is making every effort to find and employ Mexican American teachers.

Finding #3 (p. 46): Administrators

Qualified people are not available. Those who are qualified are sought by industry as well as school systems throughout the nation.

Finding #5 (p. 46): Secretaries

Qualified persons have not applied as vacancies have occurred.

Finding #6 (p. 49): Teacher Experience

Nearly all of the Mexican American teachers available for employment are recent graduates from college. Mexican American teachers with experience tend to migrate back to the southern part of the state. A study by Dr. Jack Price, Assistant Director of Personnel, revealed that a large percent of the Mexican American teachers in the FWISD leave after one year. For the school years 1969-70 through 1972-73 40 percent of the newly employed Mexican American teachers left at the end of their first year of employment with the FWISD.

Most of the Anglo teachers in the FWISD live in the eastern, western, and southwestern parts of the city. Over the years that these people are accumulating experience, they tend to transfer to the areas in which they live. This is purely a matter of economics and convenience.

TEACHER RECRUITING FOR 1974-75

March 5-6	Pan American Univ.*	Edinburg
James Lehmann**	Texas A & I Univ.*	Kingsville
March 6-7	East Texas State Univ.	Commerce
Joe Ford	Southeastern State College	Durant, Okla.
Harold Williams	East Central State College	Ada, Okla.
March 12-13	North Texas State Univ.	Denton
Jack Price		
Augusted Whitted		
March 12-15	Texas A & I Univ. @ Laredo*	Laredo
Joe Martinez**	St. Mary's Univ.*	San Antonio
	Our Lady of the Lake College*	San Antonio
	Univ. of Texas @ San Antonio*	San Antonio
March 19-20	Stephen F. Austin Univ.	Nacogdoches
Joe Minor		
Howard McClendon		
March 19-21	Angelo State Univ.*	San Angelo
C. J. Cartwright	Howard Payne College	Brownwood
Jim Jones	Tarleton State Univ.	Stephenville
March 18-22	St. Edward's Univ.*	Austin
Jack Price	Univ. of Texas @ Austin	Austin
	Southwest Texas State Univ.	San Marcos
March 18-20	Texas Tech Univ.	Lubbock
Harold Williams	West Texas State Univ.	Canyon
Curtis Savannah		
March 19-20	Texas Christian Univ.	Fort Worth
Blake Sickles		
Alice Contreras**		
March 27-28	Texas Wesleyan College	Fort Worth
Harold Williams		
Joe Ben Freeman		
March 27-28	Texas Woman's Univ.*	Denton
James Smith		
Betty Reyes**		
March 26-28	Texas A & M Univ.	College Station
Joe Ford	Baylor Univ.	Waco
Benson Strain		
March 26	Univ. of Texas @ Arlington	Arlington
Joe Martinez**		

March 27-28	Hardin Simmons Univ.	Abilene
Bennie Hamilton	McMurry College	Abilene
A. B. Truitt	Abilene Christian College	Abilene
April 1-3	New Mexico State Univ.*	Las Cruces, N. M.
Joe Martinez**	Univ. of Texas @ El Paso*	El Paso
James Lehmann**	Univ. of New Mexico*	Albuquerque, N. M.
April 2-5	Oklahoma State Univ.	Stillwater, Okla.
Jack Price	Central State College	Edmond, Okla.
	Univ. of Oklahoma	Norman, Okla.
April 9	Midwestern Univ.	Wichita Falls
Harold Williams		
Joe Ross		

*Schools with large percent of Mexican American students.
**Mexican American recruiter

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APPENDIX E

RECRUITING MEXICAN AMERICAN TEACHERS
1969 - 1973

Just prior to the school year 1968-69 the Fort Worth ISD personnel department was reorganized. Teacher recruitment was expanded to include thirty-five colleges. Special emphasis was placed upon recruiting teachers of minority races.

In the four years following the reorganization, 45, 49, 48 and 35 colleges were recruited in an effort to find the best possible teachers for the Fort Worth ISD. During the four year period from 1969-1973 several colleges were added to the recruiting list because a large part of the student populations of these schools were Mexican Americans. Eastern New Mexico, Incarnate Word, New Mexico State, Our Lady of the Lake, Pan American, Southwest Texas State, Southern Colorado, Texas A&I, Texas Woman's University, Trinity University, University of Albuquerque, University of Corpus Christi, University of New Mexico, and the University of Texas at El Paso were added for this reason alone.

Several colleges were cut from the recruiting schedule after one or more visits to the campuses. This action was taken when few or no Mexican American students signed up to be interviewed by the recruiters and the cost of campus visits was excessively high in relation to the number of students interviewed. Recruiting at some of the schools listed above are expensive in relation to the number of teachers interviewed, but they are kept on the recruiting schedule because it is felt that visits to these colleges might eventually prove fruitful.

The information below shows the schools that were recruited from 1969-1973 because of a high concentration of Mexican American students. The cost of recruiting does not include the salaries of the recruiters. A breakdown of recruiting expenses was not made until the 1970-71 school year.

1969-70

College	No. Interviewed On Campus	No. Responded With Application
Angelo State	10	8
TWU	29	9
Tex. A&I	14	4
Pan Am	7	3
UTEP	16	3
SW Tex.	19	5
Trinity	2	2
Incarnate Word	1	0
Our Lady of Lake	4	2
Univ. of Albuquerque	6	2

1970-71

College	# Interviewed # Responded	Cost of Trip	Cost Per Interview	Cost Per Response
Angelo State	16-7	$ 62.10	$ 3.88	$ 8.87
TWU	29-18	0	0	0
Tex. A&I	10-4	195.70	19.57	26.42
Pan Am	2-1	94.00	47.00	94.00
U. of N. Mexico	30-15	107.65	3.59	6.30
UTEP	13-7	131.00	10.08	18.71
SW Tex.	32-14	58.90	1.83	4.19
Adams State	15-4	86.50	5.77	21.62
So. Colo. St.	15-6	86.50	5.77	14.42
Trinity	9-4	37.74	4.20	9.44
Incarnate Word	0-0	37.74	37.74	37.74

Our Lady of Lake	2-0	37.74	18.87	37.74

Cost of recruiting for 1970-71 was $2321.14
Average cost per interview was $2.27
Average cost per response was $4.40

1971-72 College	# Interviewed # Responded # Hired	Cost Per Trip	Cost Per Interview	Cost Per Response
Angelo State	31-23-0	$ 44.80	$ 1.45	$ 1.95
SW Tex.	23-10-1	60.70	2.64	6.07
Tex. A&I	14-6-1	131.30	9.38	21.88
Pan Am	8-6-2	115.65	14.46	19.28
UTEP	7-3-0	106.41	15.20	35.47
U. N. Mexico	14-10-2	106.41	7.60	10.64
N. Mex. State	14-6-0	106.41	7.60	17.74
TWU	42-30-2	23.76	.57	.79

Cost of recruiting for 1971-72 was $2866.64
Average cost per interview was $2.65
Average cost per response was $5.04

1972-73 College	# Interviewed # Responded # Hired	Cost Per Trip	Cost Per Interview	Cost Per Response
Angelo State	15-10-0	$143.22	$ 3.18	$ 4.77
Tex. A&I	9-3-0	194.05	21.56	64.68
Pan Am	13-5-0	194.05	14.93	38.81
Sul Ross	9-4-2	138.31	15.37	34.58
UTEP	14-13-1	138.31	9.88	10.64
U. New Mexico	20-10-0	138.31	6.92	13.83
N. Mex. State	14-6-0	138.31	9.88	23.05
TWU	28-24-2	0	0	0

Cost of recruiting 1972-73 was $2587.92
Average cost per interview was $3.17
Average cost per response was $5.15

RECRUITING RESULTS - MEXICAN AMERICANS FOR 1972-73 SCHOOL YEAR

Angelo State
- 4 Mexican Americans interviewed
- 3 " " applied
- 3 " " offered (1 accepted, 2 declined)

New Mexico State
- 6 Mexican Americans interviewed
- 1 " " applied
- 1 " " offered (declined)

U. of Texas, El Paso
- 0 Mexican Americans interviewed

U. of New Mexico
- 0 Mexican Americans interviewed

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Texas A&I
2 Mexican Americans interviewed
2 " " applied
2 " " offered (one accepted, one declined)

Pan American
5 Mexican Americans interviewed
4 " " applied
4 " " offered (two accepted, two declined)

Totals
17 Mexican Americans interviewed
10 " " applied
10 " " offered
4 " " hired

RECRUITING RESULTS - MEXICAN AMERICANS FOR 1973-74 SCHOOL YEAR

Angelo State
0 Mexican Americans interviewed

N. Mexico State
1 Mexican American interviewed
0 " " applied

Pan American
8 Mexican Americans interviewed
2 " " applied
1 " " offered (rejected) The other Mexican American was English/Soc. Studies and there were no openings in this field.

Sul Ross
1 Mexican Americans interviewed
0 " " applied

Texas A&I
5 Mexican Americans interviewed
1 " " applied
0 " " offered (Major was music-there were no openings in this field)

TWU
5 Mexican Americans interviewed
3 " " applied
3 " " offered (Three accepted. One of the two that were not offered had a poor file, the other was a Spanish/history teacher for which there were no openings.)

U. of New Mexico
3 Mexican Americans interviewed
1 " " applied
0 " " offered (His field was social studies)

U. of Texas, El Paso
3 Mexican Americans interviewed
3 " " applied
3 " " offered (One hired & two declined)

APPENDIX E (cont.)

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Totals

29	Mexican Americans		interviewed
12	"	"	applied
7	"	"	offered
5	"	"	hired

APPENDIX F

Bilingual Program Personnel

Fort Worth Independent Schools
1969 - 1974

1969-70

. Fifteen Mexican American elementary teachers were hired for the Bilingual Program for the school year 1969-70.

. Eight of these teachers terminated prior to or at the end of the school year.

. Two of the teachers who terminated were reemployed at a later time

. Six of the fifteen were employed in the school system at the time of this report. One is the assistant coordinator of the Bilingual Program, one is a curriculum writer and another is a counselor in the Bilingual Program.

. Four of the fifteen teachers have been continuously employed in the Fort Worth Independent School District since 1969.

1970-71

. Thirteen new Mexican American teachers were hired for the Bilingual Program for 1970-71.

. Seven of the teachers terminated during, or at the end of the school year. Two returned at a later time.

. Seven of the thirteen were employed in the Fort Worth Independent School District at the time of this report. Two are curriculum writers, one is a program assistant, and one is a Title One resource teacher.

. Five of the thirteen teachers have been continuously employed since 1970.

1971-72

. Eighteen Mexican American teachers were employed for the elementary Bilingual Program for 1971-72.

. Five of the teachers terminated during the school year or at the end of the year. One of these teachers returned to the system later.

. Eleven of the teachers are still employed in the Fort Worth Independent School District. Four of the eleven are program assistants in the Bilingual Program.

. Ten of the eighteen teachers have been continuously employed in the Fort Worth Independent School District.

1972-73

. Fifteen Mexican American teachers were employed for the Bilingual Program for 1972-73. Two had been in the program at a previous time.

. Four of these teachers terminated during or at the end of the school year.

. Eleven were employed in the school system at the time of this report.

1973-74

. Sixteen Mexican American teachers were employed for the Bilingual Program for this year. Two of the sixteen teachers had served in the Bilingual Program before. One of the latter is employed as a team leader.

. One of the sixteen was employed as a visiting teacher.

. One teacher has already resigned.

Appendix G is deleted because of non-reproducibility

TOWARD QUALITY EDUCATION FOR MEXICAN AMERICANS

SUMMARY

REPORT VI: MEXICAN AMERICAN EDUCATION STUDY

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CONCLUSIONS

In this report, the Commission has attempted to identify specific conditions and practices that bear on the failure of schools in the Southwest to provide equal educational opportunity to Mexican American students. The specific areas selected for inquiry were: curriculum; school policies on grade retention, ability grouping and placement in classes for educable mentally retarded; teacher training; and counseling. In each of these areas the Commission has documented the inadequacies of the schools and their lack of concern for Mexican American children, who represent nearly 20 percent of the school enrollment in the Southwest. In addition, this report examined the actions of the Federal Government to see what sort of efforts had been made under Title VI of the 1964 Civil Rights Act to assure equal educational services for Chicanos.

The findings of this report reflect more than inadequacies regarding the specific conditions and practices examined. They reflect a systematic failure of the educational process, which not only ignores the educational needs of Chicano students but also suppresses their culture and stifles their hopes and ambitions. In a very real sense, the Chicano is the excluded student.

The process of exclusion is complex. Each component is strong in its own right, but in combination they create a situation which almost inevitably leads to educational failure of Mexican American students.

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The process involves not only the schools themselves, but all other agencies and institutions that make decisions upon public education in the Southwest--decisions regarding who will teach, what will be thught, and how it will be taught.

Mexican American children, like all children, enter school already having acquired considerable knowledge and skills. Learning does not commence when children begin school, but much earlier. By the time children enter school they have learned a language; they have absorbed a culture, and they have gained a sense of values and tradition from their families and communities.

Entrance into public school brings about an abrupt change for all children, but for many Mexican American children the change is often shattering. The knowledge and skills they have gained in their early years are regarded as valueless in the world of the schools. The language which most Chicano children have learned--Spanish--is not the language of the school and is either ignored or actively suppressed. Even when the Spanish language is deemed an acceptable medium of communication by the schools, the Chicano's particular dialect is often considered "substandard" or no language at all. English, a language in which many Chicano children are not fluent, is the exclusive language of instruction in most schools of the Southwest. Yet, with little or no assistance, Mexican American children are expected to master this language while competing on equal terms with their Anglo classmates.

The curriculum which the schools offer seldom includes items of particular relevance to Chicano children and often damages the

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perception which Chicanos have gained of their culture and heritage. It is a curriculum developed by agencies and institutions from which Mexican Americans are almost entirely excluded.

Chicano children also are taught primarily by teachers who are Anglo. Generally, these teachers are uninformed on the culture that Chicanos bring to school and unfamiliar with the language they speak. The teachers themselves have been trained at institutions staffed almost entirely by Anglos, and their training and practice teaching do little to develop in them the skills necessary to teach Mexican American children.

Under these conditions Chicano children are more likely than their Anglo classmates to have problems in dealing with the alien school environment. Many need guidance and advice which school counselors are supposed to provide. But only rarely are Mexican American children able to find a Mexican American counselor to confide in or one with some understanding of their background. The overwhelming majority of counselors are Anglos, trained in Anglo dominated institutions. Training programs provide little to equip them to deal sensitively and effectively with Chicano children. Moreover, the ratio of students to counselors is so high as to preclude all but the most cursory and superficial guidance. Counselors have little alternative but to advise Mexican American children on the basis of information which many recognize as inadequate and even inaccurate.

These are among the conditions and practices which serve to insure poor performance by Chicano students. Widespread assignment practices

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which purport to be educationally beneficial to students who are not "achieving" do little more than provide official recognition that Chicano children are failing and serve to exonerate the school from any blame. Thus, children who have not acquired sufficient mastery over the material at a particular grade level are retained in grade and separated from their promoted classmates. No special diagnosis of their problems or special help is provided. Rather, they are recycled through the same educational program that already has been proven inappropriate. Chicano children are retained in grade at more than twice the rate for Anglos.

Most of the schools in the Southwest practice some form of ability grouping--placement of students in classes based upon their perceived "ability." Although mobility between different ability groups is theoretically possible, in practice it seldom occurs. Once a child is placed in a low ability group class, he is unlikely to leave it. Chicano students are grossly overrepresented in low ability group classes and underrepresented in high ability group classes.

In some cases children are considered so deficient as to be incapable of functioning in normal classes. These children are placed in special classes for the educable mentally retarded. If it is difficult for a child placed in a low ability group class to move to a higher ability group, it is even more exceptional for a child assigned to a class for the educable mentally retarded ever to leave it. Chicano children are two and one-half times as likely as Anglos to be placed in such classes.

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The criteria which govern decisions concerning these school practices necessarily work to the disadvantage of Chicano students, already severely handicapped by other school conditions and practices. Students are evaluated and assigned on the basis of the subjective judgment of teachers and counselors, nearly all of whom are Anglo, and the results of standardized tests, which carry a heavy Anglo middle class bias. A disproportionate number of Mexican American students are labeled failures and are placed in low ability groups, retained in grade, or assigned to classes for the educable mentally retarded. These practices have demonstrated their ineffectiveness as techniques to upgrade the quality of education for Mexican American students. They are, in effect, a poor substitute for the needed changes in educational programs that would accomplish this result.

The process described above represents a self-fulfilling prophecy. The educational system has established a set of conditions which greatly impedes the success of Chicano children:

- Chicanos are instructed in a language other than the one with which they are most familiar.

- The curriculum consists of textbooks and courses which ignore the Mexican American background and heritage.

- Chicanos are usually taught by teachers whose own culture and background are different and whose training leaves them ignorant and insensitive to the educational needs of Chicano students.

- And when Chicano pupils seek guidance from counselors they rarely can obtain it and even more rarely from a Mexican American counselor.

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Having established the conditions that assure failure, the schools then judge the performance of Chicano children, and here also, the test is generally not a fair one.

Many Mexican Americans give up the unfair competition and drop out of school before graduation. Even of those who remain, most cannot perform at grade level. In effect, the schools have predicted failure and then, by their own actions, assured that this prediction comes true.

The process of cultural exclusion, by which the needs and rights of Mexican American students are largely ignored, carries over into the area of civil rights law enforcement. Title VI of the Civil Rights Act of 1964, which prohibits discrimination in any program or activity receiving Federal financial assistance, has been an effective instrument for combating some aspects of discrimination in public education. Under this law, the Department of Health, Education, and Welfare has attacked the problem of racial segregation in schools in the Deep South with some degree of success.

Until recently HEW ignored almost entirely the problem of the schools' denial of equal educational services to Chicano students in the Southwest. In recent years, the Department increasingly has turned its attention toward this problem and has established firmer requirements aimed at assuring equal educational opportunity for Chicanos. These efforts, however, remain far from adequate. Little in the way of HEW resources is devoted to the civil rights denials perpetrated against Mexican American students, and the Department has been slow to make use of its main enforcement weapon--termination of Federal financial assistance--even in cases

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involving blatant violations. For purposes of Federal civil rights enforcement, as well as in all other aspects of their education, Mexican American students are still largely ignored.

To understand fully the dimensions of the educational problems facing Mexican Americans in the Southwest, assume that these problems did not affect only Mexican Americans, but all students generally.

- Forty percent of all students in the Southwest would fail to graduate from high school.
- Three of every five 12th graders in the Southwest would be reading below grade level.
- Sixteen percent of all students in the Southwest would be required to repeat the first grade for failure to perform at an acceptable academic level.

In the face of so massive a failure on the part of the educational establishment, drastic reforms would, without question, be instituted, and instituted swiftly. These are precisely the dimensions of the educational establishment's failure with respect to Mexican Americans. Yet little has been done to change the status quo--a status quo that has demonstrated its bankruptcy.

Not only has the educational establishment in the Southwest failed to make needed changes, it has failed to understand fully its inadequacies. The six reports of the Commission's Mexican American Education Study cite scores of instances in which the actions of individual school officials have reflected an attitude which blames educational failure on

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Chicano children rather than on the inadequacies of the school program. Southwestern educators must begin not only to recognize the failure of the system in educating Chicano children, but to acknowledge that change must occur at all levels--from the policies set in the state legislatures to the educational environment created in individual classrooms.

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FINDINGS AND RECOMMENDATIONS

The findings and recommendations that follow are addressed to the several institutions involved in the education decisionmaking process in the Southwest. These institutions have varying degrees of control and influence over this process, but each can play an important role in bringing about the changes necessary to provide equal educational opportunity to Chicano children. In combination, they can represent a powerful force for educational reform.

While the Federal Government has the least direct involvement in decisions on education, it can strongly influence those institutions which are more directly involved. Through firm enforcement of the constitutional and legislative requirements of equal educational opportunity and through the persuasive leverage of its programs of financial assistance for education, the Federal Government can significantly help bring about educational change in the Southwest.

The States play a more direct and authoritative role. The States have a constitutional responsibility to provide education to all students. Their broad authority over educational policy can serve as a strong force for instituting needed changes.

Institutions of higher education also play a key part. It is these institutions that educate the people who will enter the professions of teaching, counseling, and school administration; and these are the persons to whom we will entrust the education of our children. By involving Mexican

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Americans as trainees and as staff members, and by gearing the training programs to equip graduates to teach and counsel Chicano children effectively, these institutions can significantly improve the education received by Mexican American students.

The institutions that have the most direct control over public education are the local school districts and schools. It is the local school district that sets the policy and disburses the bulk of the financial support for public education. It is the day-to-day decisions of local school officials and teachers that largely determine the quality of education the children will receive.

Thus, if necessary changes and educational reforms are to be effected, it will be largely through policies and practices instituted at the school and district level. The Commission, however, believes that the problems of unequal educational opportunity are of such magnitude and so widespread that it would be unwise to rely entirely on the good faith efforts of individual school districts to bring about the kind of uniform and comprehensive educational reform needed. Therefore, most of the recommendations that follow are addressed to the five Southwestern States and their respective education agencies and call for the full exercise of State authority. Other recommendations also call for a stronger Federal effort to assure equal educational opportunity in the Southwest.

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The Commission wants it understood that in framing these recommendations it does not mean to suggest a mere passive role for local schools and school districts. It would be a serious mistake for local school officials to sit idly by awaiting action by the State or Federal Government. The Commission strongly recommends that local officials take immediate action on their own to meet the severe problems identified in this and earlier reports. A continued passive role by local schools and school districts is not only unwarranted but would represent an indefensible abdication of responsibility and a gross disservice to the children whose education has been entrusted to their care.

The recommendations are based on the findings of the Commission's research concerning the education of Mexican American students in the Southwest and consequently are directed to the needs of these students. Findings in earlier reports in this series, however, clearly indicate that other minority group students in this region of the country are confronted with similar difficulties. Moreover, other studies have demonstrated that similar problems of unequal educational opportunity affect both Chicanos and other minority group students throughout the Nation. Therefore, although these recommendations are addressed to changes regarding the education of Chicano students in the Southwest, many are applicable also to the education of other students with cultural and linguistic backgrounds different from those of Anglo students.

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The recommendations that follow necessarily are numerous and detailed, and many relate to complex and highly technical issues. There are, however, three basic principles that relate to all of the specific recommendations which the Commission believes should govern educational reform for Chicano students.

1. The language, history, and culture of Mexican Americans should be incorporated as inherent and integral parts of the educational process.

2. Mexican Americans should be fully represented in decision-making positions that determine or influence educational policies and practices.

3. All levels of government - local, State, and Federal - should reorder their budget priorities to provide the funds needed to implement the recommendations enumerated in this chapter.

These three principles provide a focus for improving the education of Chicano students. The following recommendations supply specific suggestions for implementing these principles. Educators, political leaders, and community members will have to provide the leadership necessary to make the actual changes.